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ONTARIO PROSPECTS 2009

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SECTION 1

who you are

HIGH 5

1

KEEP ON LEARNING.

Strive for continuous personal improvement. Stay motivated by learning new skills and developing new talents.

2

FOCUS ON THE JOURNEY.

Recognize that your career journey will be lifelong. Appreciate each and every experience along the way.

3

FOLLOW YOUR HEART.

Pursue your passion to find fulfillment. Discover ways to match your interests with career opportunities.

4

TEAM UP WITH OTHERS.

Rely on the support of your family, your mentors, and your peers. Make your career success a team effort.

5

BE OPEN TO CHANGE.

Recognize that the world around you is constantly changing. Stay open to that change and remain alert to new opportunities.

This 16th edition of *Ontario Prospects* is produced by the Student Success/Learning to 18 branches of the Ministry of Education, under the direction of Kirsten Parker and Richard Franz.

This publication is dedicated to the students, educators, counsellors, and employers who inspire us all.

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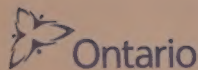
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A NEW LIFE



I have a saying: "Don't talk about the next step of change until you have climbed the one in front of you." You can't just talk about change. You have to do it. Focus on your priorities. If you put all your effort and consideration into being the best you can be, you will always be a winner.

This is a story about a boy turning into a man – a drug user, abuser, and seller. This is my story. It's about my life and how it changed for the better. I'm sharing my story so that I can help others like someone helped me.

My childhood was difficult. My mother did her best for my siblings and me, but her partner was abusive and violent. Those were not happy days. When I was about 6, my cousin and I found a garbage bag full of weed and smoked some. I started hanging out with people older than me and acting older than I was. I did what I thought grown-ups did. I smoked, drank, and got high because it made me feel good. I blamed everything on my mom. Smoking weed took away my pain, my worries. Whatever happened, it did not matter. I was just bottling up my emotions.

I began hanging out with the *wrong crowd*, like the drug dealers who would do and sell anything. I became a "runner" for them and made money to support my habit. I had no job, but I had money and drugs every day, and people who thought I was useful. I did it for the fun of it, too, but now, looking back, I realize it was not fun at all.

I started selling drugs, which made me feel important and like I meant something to the world – at least the world I knew. Then, all of a sudden, I was 15 and in high school. Things got worse before they got better.

I started having breathing problems when I smoked and would have to make myself breathe. I smoked every day and felt like I was

going to die every night. I would stay up as long as I could, because I thought I would not wake up again. I was scared and didn't know what was going on. One night, I lay in bed feeling my heart beat to see if it was going to stop. I felt two big thuds and then my fingertips and face went numb, and I could not move for about 10 minutes. Frightened, I went to the hospital, where I was told I was having an anxiety attack. One day at school I had another attack, the worst I'd ever had. I lost it and I freaked out . . . and that day changed my life forever.

That day I met the greatest person in my life, Mr. T, my Student Success teacher. I had seen him in the halls talking to kids who were unhappy and not satisfied with school, listening to them. I told him about my situation. We talked for a long time about life, and he listened. He told me about an opportunity for me to go to a camp during March break. Kids could go there and maybe even earn a credit or two. I didn't need any credits, but I needed a new life. Mr. T told me that he would fight for me to go there. That meant a lot to me. It was the first time anyone had ever said that he would fight for me. I filled out the form and handed it in the next day. I was excited and scared.

When the trip day came, I was nervous and didn't want to go. I didn't know anyone who was going there. Change is a scary thing. The first step off the bus, I told myself, "there's no turning back now." That's when I faced my biggest fear – my fear of changing myself and my lifestyle!

I didn't take anything seriously that first day at the camp. I thought it was a joke, but that soon changed. The first night there, I thought about my past, my friends, and everything else. Because of one activity that a member of the YMCA staff led, I asked myself some hard questions: Who am I really? Who do I want to be? Is what I've been doing good or bad? Who am I affecting, and how?

The next day, I really listened to what the teachers and YMCA staff had to say. One person in particular took an interest in me and kept in touch and arranged for me to go to a YMCA leadership camp last summer. That experience gave me even more confidence. I want to thank Colette and Jack for this opportunity.

I have advice for kids out there: when someone is trying to help you, you must take them seriously and consider what they are saying. Because I accepted help, I started getting more and more in touch with myself. As I get to know myself better, I'm learning I can do great things like people did for me.

No matter who you are or what you did yesterday, you can do great things, change to doing things you really want to. I want to. Thanks to a great man for helping me understand that I can do great things!

Cody Hamilton

Cody is a student at Park Street Collegiate Institute in Orillia. His connection with his Student Success teacher has inspired him to begin to write his autobiography, with the help of Park Street staff and one special person who worked for the YMCA of Simcoe/Muskoka, and to speak to youth his own age about hope. Cody is thriving in our system because he was found and has made connections with school staff. He is currently looking for a way to send his message of hope to youth in need.

STUDENT SUCCESS

Ontario's Student Success programs let you build on your strengths, interests, and learning styles as you explore new ways to earn high school credits. Three special Student Success programs are designed to help you prepare for life beyond high school: the Specialist High Skills Majors (SHSMs), dual credits, and cooperative education.

SHSMs allow you to focus your learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD). The possible sectors include health and wellness, horticulture and landscaping, construction, and business, among many others. You learn in a real work environment, as well as in school, taking 8 to 10 courses (toward the 30 needed for graduation) in your selected major.

At graduation, you receive your OSSD with an SHSM seal and an SHSM record that documents the credits, certifications, and other components of the SHSM that you have completed. This SHSM record will be very valuable for you when applying for a job, an apprenticeship, or postsecondary education.

Dual credit programs are geared to students facing challenges in graduating who thrive on learning opportunities outside of high school and

want to benefit from a college experience. You can earn high school credits toward graduation and either a college diploma or apprenticeship certification.

Cooperative education programs allow you to gain hands-on work experience while earning credits, including two compulsory credits, toward your diploma. You have an opportunity to test different career options in sectors that interest you and to build on your skills. Co-op helps all

students, whether you are heading to university, college, apprenticeship, or the workplace.

To learn more about Student Success, contact your guidance office and visit the Student Success program website at www.ontario.ca/studentsuccess.

SMART OPTIONS

Every person has a mixture of different talents, abilities, and skills. We are all unique, and each of us is especially good at something (e.g., singing, getting along with others, sports, repairing machines, math). These capacities involve different kinds of intelligence, different kinds of "Smarts" – Body Smarts, Image Smarts, Logic Smarts, Music Smarts, Nature Smarts, People Smarts, Self Smarts, and Word Smarts.

Recognizing and valuing our Smarts can make a huge difference in navigating through the contemporary world of work. Making a living today is a more challenging process than ever. The types of jobs and occupations available to us are changing at a dizzying rate. Some disappear, new ones appear. Careers follow complex paths.

Smart Options and Smart Options Plus – two programs that Dan Baran and Philippa Cranston-Baran created – help people understand the many different Smarts they have and how to build and apply them in response to a dynamic and evolving labour market. Smart Options is designed for a school and classroom environment, while Smart Options Plus is appropriate for adults and self-directed learners.

Teachers can obtain Smart Options resources from the National Life/Work Centre:

Telephone: 1-888-533-5683

E-mail: info@lifework.ca

Website: www.lifework.ca

SIGNS OF SMARTS

You are **Body Smart** if you use your body effectively. You

- know your body, its capacities, and its limits
- can control both big and small movements
- are able to use your hands and fingers to do really delicate things
- handle objects around you with great skill

You are **Image Smart** if you are able to work with images and pictures. You

- see images in your head
- notice objects in the world
- notice colour, shape, and form
- are able to get around easily
- can work with objects in three dimensions
- can use materials such as clay, wood, and paint to represent your ideas

You are **Logic Smart** if you approach activities in a logical manner. You

- recognize patterns
- look at things systematically
- make conclusions on the basis of observations
- count things
- see links between events
- see events in terms of pattern and sequence
- look for the relations among things
- look for explanations of events

You are **Music Smart** if you are able to work with melodies, rhythms, and sounds. You

- like different kinds of music
- know about different instruments
- are aware of how complicated music can be
- hear music in different sounds in your environment
- make up melodies
- sing or play an instrument

You are **Nature Smart** if you are aware of the world around you. You

- like being outdoors
- notice changes in the environment
- like animals and plants
- are aware that our environment deserves respect
- seek out information about our planet
- are sensitive to the needs of wild and domesticated animals and plants

You are **People Smart** if you are able to deal effectively with other people. You

- like being with people
- get along with people
- are sensitive to what people are feeling
- have a good sense of what people are thinking
- are looked up to by others

You are **Self Smart** if you are able to manage yourself effectively. You

- know what you're feeling
- think about what's going on around you
- have a good sense of who you are and the kind of person you want to be
- can keep yourself motivated
- are able to control your emotions

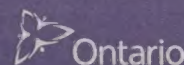
You are **Word Smart** if you use language effectively. You

- know many words
- know the meanings of words
- know how to put words together in proper order
- use words to pass on information
- use language in a way that is interesting to others
- know how words and language can affect other people



HAVE YOUR SAY ABOUT YOUR EDUCATION

Help make your school a place where all students feel welcome and empowered. Share your ideas, collaborate with students from across Ontario, and get funding to lead projects at your school. Find out how at ONTARIO.CA/SPEAKUP.



SECTION 2

what you need

Determine how people in different occupations use different Smarts.

How do these people use Word Smarts?

- A farmer who owns a three-section spread
- A dental hygienist in a busy downtown practice
- A short-order cook at a truck stop outside a small town
- A day-care assistant
- A university physics professor

How do these people use Logic Smarts?

- A parts-department manager at a car dealership
- A server in an exclusive hotel dining room
- A quality-control technician in a plastics company laboratory
- A paint seller at a big-box home renovation store
- A hockey coach

How do these people use People Smarts?

- A weather reporter at a small radio station
- A purchasing agent for a major line of children's toys
- A trombone player in a marching band
- A software developer for a high-tech company
- A self-employed electrician

How do these people use Nature Smarts?

- A wedding planner in a major city
- A makeup artist working for a theatre company
- A Web designer in a three-person business with an impressive international clientele
- A curator in a small textiles museum
- A craftsperson whose specialty is designing and building custom boardroom furniture

How do these people use Image Smarts?

- A probation officer
- A video-game developer
- An event organizer for a major hotel chain
- A landscape designer working on the West Coast
- A stunt person employed in the motion picture industry

How do these people use Self Smarts?

- A fashion photographer
- A talent scout for the National Basketball Association
- A VJ on a daily national half-hour music show
- A coach for a university women's volleyball team
- A photojournalist working on a travel series

How do these people use Body Smarts?

- A stand-up comic working the club circuit across the country
- An archaeologist with a special interest in Roman era shipwrecks
- A writer for animated TV shows
- A software developer at a major high-tech corporation
- A guide and animator working at a cultural centre

How do these people use Music Smarts?

- A diorama designer working for nature museums around the world
- A biologist involved in a five-year study on mosquitoes
- A computer repairer at a big urban cash-and-carry store
- A puppeteer working on a national TV series
- A nurse in an inner-city clinic

SMART RÉSUMÉS

Think of your Smarts in terms of skills – things you know or do really well. When you know what your skills are, you can list them in your résumé so that prospective employers who read it will know what you can do. Here are some examples of activities, the Smarts involved, and the skills that relate to them.

ACTIVITY	SMARTS	SKILLS INVOLVED IN ACTIVITY
Playing team sports	Body People Self	Cooperating with, supporting, and motivating others
Making jewellery as a hobby	Self Image Body	Paying attention to detail, completing tasks, and taking pride in the quality of a finished project
Doing volunteer work at a church	People Logic	Working with volunteers, defining and setting objectives, prioritizing tasks, and participating in successful fundraising initiatives
Keyboarding	Word Logic	Typing 80 words a minute without errors
Working as a bouncer at a club	People Body Self	Controlling emotions and restraining negative actions when provoked or faced with hostility from others
Working in stores and restaurants	People Self Logic	Working with supervisors and co-workers to achieve a shared objective by evaluating situations, solving problems, and making decisions
Landscaping	Body Logic Nature Image	Working safely and efficiently in a wide variety of outdoor work environments
Tutoring after school	People Word Self	Maintaining a consistently fair, friendly, and nonjudgmental approach while helping others learn
Answering phones	People Logic Self	Managing a six-line telephone system in a courteous and cheerful manner

ARE YOU READY FOR WORK?

What new workers need to know about job safety

WHAT IS THE OCCUPATIONAL HEALTH AND SAFETY ACT?

The Occupational Health and Safety Act (OHSA) is an Ontario law that sets out requirements for health and safety in the workplace.

The OHSA was made to keep workers from getting hurt or sick on the job. It tells you what your employer, your supervisor, you, and other workers have to do to make the job safe.

By law your employer and supervisor must make sure your workplace is safe, and you and other workers must follow all safety rules. In many workplaces there is a health and safety committee that meets regularly to deal with health and safety issues. It has members who are workers and some who are management.

IS YOUR JOB COVERED BY THE OHSA?

Almost all workers in Ontario are covered by the OHSA, but there are some exceptions. For example, if you work in your own home or as a nanny in someone else's home, you are not covered.

Workers in federal workplaces are covered under federal health and safety legislation.

If you aren't sure what law covers your job, you can call the Ministry of Labour to find out or check on the Web at www.WorkSmartOntario.gov.on.ca.

Ask about safety right from the start

WHAT TO ASK AT A JOB INTERVIEW

It's a good idea to ask questions about safety when you go for a job interview. It's hard to do when you're nervous, but you need to hear the answers to find out if the employer cares about your safety. Some questions to ask are:

- Will I get job safety training? When will I get it? (It has to be before you do the work.)
- Will I be working with any chemicals? If I'm working with any chemicals, will I get training before I start to use the chemicals?
- Is there any safety gear, like safety glasses, that I'll have to wear? Do I have to buy the gear or will you give it to me?
- Will I receive training so I know how to wear the safety gear properly and make sure it's in good condition?
- Will I be told about emergency procedures, what to do if I get hurt, etc.?

WHAT TO DO ON YOUR FIRST DAY OR WHEN ASSIGNED A NEW TASK

The most important thing is to ask questions. There is no such thing as a dumb question, especially when you're asking how to do a job that you've never done before. ASK until you're out of questions to make sure you understand clearly the task that needs to be done and how to do it safely.

WHAT TO DO IF YOU DON'T THINK YOUR WORK IS SAFE

The OHSA says that if you see something at work that you don't think is safe, you must tell your supervisor. Do it right away.

If you have talked to your supervisor and still think something is unsafe, you may have certain rights under the OHSA to refuse to do that work until the issue has been resolved.

The OHSA says your supervisor must try to resolve the problem before you start working again. In cases in which the supervisor says it's safe and you still feel it is not, you may still have a right to refuse to work, and a Ministry of Labour inspector must be called to investigate and decide if it's safe for you to go back to work.

CAN YOU BE FIRED FOR REFUSING TO WORK OR ASKING ABOUT SAFETY?

It is against the law for your employer to punish or fire you for refusing work that you think is unsafe or for expressing a concern about a safety issue.

If you feel you have been punished (e.g., were sent home without pay, had your hours drastically cut, were fired), you can report it to the Ministry of Labour.

The ministry will guide you either to your union (if there is one) or to the Ontario Labour Relations Board.

WHAT TO DO IF YOU ARE INJURED AT WORK

Get first aid right away and tell your supervisor too. Make sure someone tells your supervisor if you can't.

Get medical help. Also, your employer may need to file a notice of the injury with the Workplace Safety & Insurance Board (WSIB) as soon as possible. You might be eligible to receive benefits from the WSIB for any time you miss from work because you got hurt.



What are the minimum ages for working in ontario?

You can't do some jobs in Ontario if you aren't old enough. There are minimum age rules for different kinds of workplaces.

14 years old

You must be 14 or older to work in offices, stores, arenas, or restaurant serving areas.

15 years old

You must be 15 or older to work in most factories, as well as restaurant kitchens, automotive service garages, produce and meat preparation or shipping and receiving areas in grocery stores, laundries, and warehouses.

16 years old

You must be 16 or older to do construction work or work in a logging operation, in a mining plant, or at a surface mine (except at the working face, where you must be at least 18).

18 years old

You must be 18 or older to work in an underground mine or at the working face of a surface mine or to work doing window cleaning.

If you aren't sure about the minimum age for a workplace, you can call the Ministry of Labour at 1-800-268-8013 to find out.

WHERE TO GET HELP

Look for the phone number for the Ministry of Labour office nearest to your workplace in the government listings in your telephone book or call 1-800-268-8013.

Call the WSIB at 1-800-387-0750 if you have questions about getting paid if you are hurt at work.

TO LEARN MORE ABOUT THE RULES AT WORK

www.WorkSmartOntario.gov.on.ca
www.labour.gov.on.ca
www.wsib.on.ca

Skills Canada–Ontario



At Skills Canada–Ontario, we believe that the best way to inspire youth to consider careers in the skilled trades and technologies is by providing them the opportunity to try one. A not-for-profit organization, Skills Canada–Ontario promotes such careers as viable, first-choice career options for young people.

Since 1989, through its dynamic programs and the promotion of careers in the skilled trades and technologies, Skills Canada–Ontario has cultivated student awareness and connected students with real-life experiences that will enable them to succeed in the “real world.” By equipping industry with the skilled employees it needs to succeed, the organization also ensures that Ontario remains competitive in the global marketplace.

Each year, over 600,000 students participate in the interactive and informative programs Skills Canada–Ontario offers:

Ontario Technological Skills Competition – Our cornerstone event is a series of skill-testing contests designed for students from Grades 4 to 12, as well as college students and apprenticeship candidates. Each year, over 1,300 young people from across Ontario compete for a gold medal in a 6-hour contest that tests both theoretical knowledge and hands-on abilities. Most gold-medal winners advance to a national, 12-hour contest, leading to the possibility of competing in a 21-hour, four-day World Skills Competition. This annual event is held in Waterloo in the first week of May.

Cardboard Boat Races – It’s amazing to witness a team of high school students build a boat with cardboard, glue, duct tape, and string, and then watch as they race their boats across the pool to the finish line. This program demonstrates the importance of studying science, math, and technology in a fun, practical, and interactive manner. A Cardboard Boat Race championship is held in February for the secondary school-level medalists from each of the host locations.

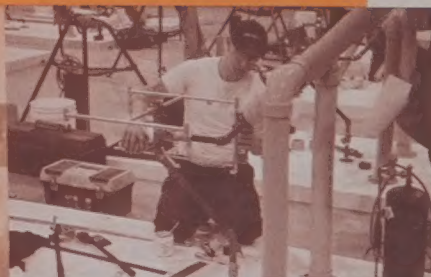
Cardboard Boat Video Challenge – This event challenges high school students to act as television reporting crews covering the Cardboard Boat Races. Industry professionals assess the students’ video submissions.



“Skills Work!® What’s Out There?” opportunities in the skilled trades and technologies in-school presentation program – For 10 years, the “What’s Out There?” program has been introducing students to the diverse world of trades and technologies through an interactive and informative PowerPoint presentation delivered by knowledgeable liaison officers. This outreach program has an impact on the lives of over 120,000 students from Grades 7 to 12 every year. More than 1,900 schools in Ontario receive this presentation each year.

“Skills Work!® for Women” networking dinners – This award-winning program was designed to introduce young women in high school, who are interested in the skilled trades and technologies, to female mentors who are currently working or studying in a related career field. The young women leave the event feeling empowered and informed about a variety of career choices available to them, many of them in areas in which traditionally women have not worked. This program is offered to Grades 9 to 12 students in various communities throughout Ontario.

For more information, contact program manager Alain Robineau at alain@skillscanada.com or visit the Skills Canada–Ontario website, www.skillscanada.com.



BUILD, FIX, DESIGN, CREATE

1 800 668 6868
Kids Help Phone
 kidshelpphone.ca

In 2007, Kids Help Phone helped kids in Canada more than *two million* times on the phone and online. As Canada's only national, bilingual, toll-free, 24-hour, confidential and anonymous phone and counselling service, Kids Help Phone offers youth a safe place to turn to with any questions they might have. Whether kids are in a crisis situation or have everyday questions about growing up, Kids Help Phone is there for them.

Our professional counsellors help kids who call and post questions online make sense of what's going on in their lives and identify options for making positive changes. One caller said her favourite thing about our service is "that you can say what you want ... without being judged. You can get advice that makes you feel like at least someone out there cares."

In partnership with the Ontario Ministry of Education, Kids Help Phone created a Bullying

Prevention section at www.kidshelpphone.ca.

This self-serve information section is for kids who may be too shy to contact a counsellor. There are age-appropriate tip sheets, bullying definitions, videos, and comics online, which educators can download to use as teaching aids. There is also a "Letter Builder" section, where kids can write and print a letter to a trusted adult about a bullying situation.

Spreading the word about Kids Help Phone and its services is essential to helping the organization

succeed. Our Student Ambassador Program helps make this happen.

Student Ambassadors are high school youth volunteers who help raise awareness and funds for Kids Help Phone within their schools and communities. The program helps more than 3,000 Student Ambassadors across the country develop their leadership skills and confidence through training in team building, public speaking, and fundraising. Every year, these students help

thousands of other children and youth become more familiar with Kids Help Phone. **Lauren**, a Kids Help Phone Student Ambassador, describes her experience: "Volunteering with Kids Help Phone has been such a great experience. Being a Student Ambassador has not only taught me leadership and public-speaking skills. It has also taught me the importance of giving back to your community."

To learn more about how to become a Student Ambassador and how to get involved in the Bell Walk for Kids Help Phone, which takes place in May, visit our website at kidshelpphone.ca.

CAREER CRUISING

Do you have a portfolio on Career Cruising – www.careercruising.com – the online career resource? Your Career Cruising portfolio is not only a place to save your results from the Career Matchmaker and Career Selector tools, information about careers and schools of interest, and everything else you have collected on Career Cruising. It is also a place to save any other career or education planning ideas and related documents, record skills and experiences, and create a résumé. You can (and should!) maintain and frequently update your portfolio throughout your education, to create a concrete plan for success! Your school can also add documents and links to your portfolio homepage to help you with your career and education exploration process.

You may not realize that you can take your portfolio with you through every year of your education, even when you change schools. You create a login number for your portfolio and should continue to use this login for the remainder of your education. If you already have a Career Cruising portfolio, inform your teacher or guidance counsellor. If you don't remember your portfolio username and password, ask your teacher or counsellor to look it up for you using the Career Cruising advisor tools.

Career Cruising is available to all publicly funded elementary, middle, and secondary schools in Ontario through the Ontario Ministry of Education. If you don't know your school's username and password, contact your guidance department or e-mail Career Cruising at info@careercruising.com.



Grade 8 Aboriginal Transition Conference



On November 26, Thames Valley District School Board, together with the Fourth R program, through the Centre for Addiction and Mental Health (CAMH) Centre for Prevention Science, hosted the third annual Grade 8 Aboriginal Transition Conference. The conferences are designed to help Aboriginal youth make the transition from elementary to secondary school, provide them with information about positive choices, and inform them about Fourth R programming. The philosophy of the Fourth R program is that the skills required for healthy relationships (the fourth "R" of education) can be taught, in the same way as any other school subject. The Fourth R provides programming designed to address adolescent risk behaviour and is based on the belief that teaching healthy relationship skills fosters good decision-making skills in young people.

Research that the Fourth R has done indicates that many students struggle when making the jump from elementary school to secondary school, and this is particularly true for many Aboriginal students. The conference is an opportunity for Grade 8 students to build relationships with Aboriginal students from other schools, as well as for elementary schools to build relationships with the secondary schools in their communities. The hope is to help make the transition of Grade 8 Aboriginal students into secondary school a positive experience.

The fall 2008 conference focused on Aboriginal culture and goal setting and provided students with information and resources to help them achieve their goals. The aim was to ease students' fears about high school by introducing them to older students, First Nations counsellors, courses (with a specific focus on Native Studies), and extracurricular activities that they could join. Aaron Bell, an Ojibway storyteller, told stories about Aboriginal culture that emphasized moral responsibility, self-confidence, and friendship. Aaron also involved the students in a bead-making workshop, which encouraged them to work together and be patient. Elder Darren Thomas (coordinator of Community Service-Learning from Six Nations, New Orators Project) spoke to the students about how to set goals and deal with peer pressure. During breakout sessions, Grade 8 students had an opportunity to talk to high school students and educators about specific activities available in Grade 9 and about postsecondary education opportunities.

The next Grade 8 Aboriginal Transition Conference, scheduled for spring 2009, will encourage students' families to participate.



The Fourth R: Transition to High School

= Reading Skills + Writing Skills + Arithmetic Skills + Relationships

ESSENTIAL SKILLS AND WORK HABITS

Although being successful requires Essential Skills, students may not naturally make the connection between what they are doing in school and what they will be doing in the workplace.

Many students are unaware of the importance of the Essential Skills in the workplace. Students may equate schoolwork – since it is assessed and evaluated and assigned marks – as the primary focus of their school day. They may not recognize that the activities they are engaged in are helping them to develop skills and work habits that will stay with them for the rest of their lives.

For the last three years, teachers at William Lyon Mackenzie Collegiate Institute in the Toronto District School Board have been reinforcing the recognition of the Essential Skills in all courses and programs.

Initially, teachers received professional development sessions about the Essential Skills. Then teachers created and shared model lesson plans that included the Essential Skills in each subject area.

In the 2008/09 school year, nine teachers at the school piloted an Essential Skills "mini passport" with their classes during the second semester. This tool helps teachers increase their recognition of the Essential Skills. In turn, students are learning how to recognize the Essential Skills and work habits that they have, and to determine how to develop them further.

By recognizing their Essential Skill development in all of their classes, students are starting to understand how the activities and assignments that they complete in the classroom are about much more than marks and will help them succeed ... now and in the future.

Janice Dyke, teacher, William Lyon Mackenzie Collegiate Institute

Check out the Ontario Skills Passport website at <http://skills.edu.gov.on.ca> for more ideas on how you can use the Ontario Skills Passport tools and resources to link learning in the classroom with learning in the workplace.

SECTION 3

where you can go

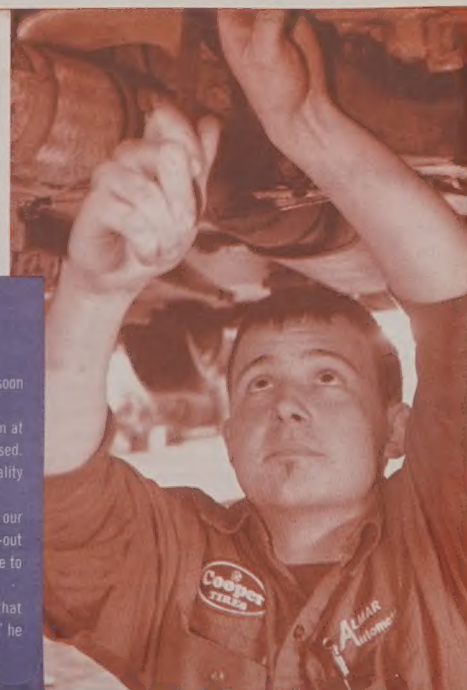
Apprenticeship Pays Off

A few years ago, Alex Devereaux-Dole was at a crossroads in his life. He had started in what he thought was his chosen field of study but soon realized it wasn't what he wanted. Today, the young man couldn't be happier.

With the help of Georgian College's apprenticeship program, he is well on his way to becoming a journeyman automotive service technician at a successful Barrie business, doing work he loves. His employers, Al and Marg Pilon, owners of Almar Automotive in Barrie, are just as pleased. They have spent more than a decade building their auto service and repair business and have a very clear goal in mind: to provide high-quality service to an ever-growing group of loyal customers. When it comes to taking on new employees, the Pilon's are extremely discriminating.

"Training is expensive and you really have to get the right person, someone who fits in," says Al. "For us, it's important to spend time with our customers, to explain when a repair is necessary and what's gone wrong with their vehicle." An oil change is more than just a 20-minute in-and-out job to Al and his staff. The Pilon's want staff members who appreciate the value of taking care during routine tasks and who take some time to ensure that customers' vehicles get the best care possible.

Alex, as an apprentice automotive service technician, and his employer have received significant help from Job Connect, and Alex says that Georgian really helped him find his way. "I like the small shop atmosphere here at Almar, and I'm learning a lot more than I initially thought," he says. "I love cars, love working on them. Every car is unique and there's always a different problem to solve."



OPENING DOORS



Aileen Raquel arrived in Canada with a bachelor's degree in social work and more than seven years of experience working with the Philippines government's Department of Social Welfare and Development. Once here, she had her credentials assessed and registered as a member of the Ontario College of Social Workers and Social Service Workers.

No social work employer, however, offered her an interview.

Aileen is not alone. Since the Internationally Educated Social Work Professionals (IESW) Bridging Program began at Ryerson University's G. Raymond Chang School of Continuing Education in 2005, we have met hundreds of internationally educated social workers who have encountered obstacles in finding suitable employment. We have also discovered that employers are increasingly recognizing that internationally educated professionals can play a valuable role in their organizations. The IESW Bridging Program works with internationally educated social workers to improve their career mobility and encourages equitable hiring practices among employers.

Aileen considered the different options available to her through the IESW Bridging Program and decided to enter a 10-month, part-time Certificate in Canadian Social Work Practice program. It helped her secure a full-time position as a family service worker with the Catholic Children's Aid Society of Toronto. From mock interviews to coursework on social work practice to work placement opportunities, the certificate program provides the knowledge and skills needed to advance in the field. It even helps develop those professional communication skills that are vital for success.

So far, over 90 per cent of graduates of the certificate program have obtained employment within a year of graduation, in fields such as child welfare and community mental health, and in hospitals, in Toronto and surrounding communities. The federal and provincial governments fund the program.

Aileen sums up her move from a survival job to a position where her skills and knowledge are no longer underused:

"Thanks to the program, I value myself and my skills much more than before. Earning my certificate gave me and potential employers more confidence that I could do the job. Now, I can draw on my experience and continue working in my profession in Canada."

Tej Wadhwa, Program Manager, Internationally Educated Social Work Professionals Bridging Program, G. Raymond Chang School of Continuing Education, Ryerson University

In 2008, the Ontario Association of Social Workers recognized the IESW Bridging Program as a leader in the social work community for initiating systemic change to increase diversity, and for advancing human rights in the social work profession. The next cohort of Certificate in Canadian Social Work Practice students will begin in September 2009. Candidates can apply online at the IESW Bridging Program website, www.ryerson.ca/ce/socialwork.



A Winning Formula

Alexandre Renaud was an at-risk student, an ideal dropout candidate. While he was at École secondaire publique Le Sommet, he was headed in the wrong direction. His studies had become a burden and he didn't want to continue. He invested little time in meeting school requirements and was very distressed. To help him succeed and remain in school, intervention was necessary.

With the help and coaching of Gilbert Paquette, who is in charge of cooperative education at the school, Alexandre found his way. Gilbert opened new opportunities for Alexandre by enrolling him in the cooperative education program as an apprentice welder at Gray Hawk, a local company. Alexandre quickly discovered his affinity for this trade, his confidence increased, and he felt able to succeed in this program that was adapted to his abilities and aspirations.

He then enrolled in the Ontario Youth Apprenticeship Program (OYAP). Since he was doing well in this program, Gilbert told him about the Skills Canada WorldSkills Competition. Gilbert promised Alexandre that he could participate in this competition if he showed some tenacity. Last April 12, Alexandre participated in the regional competition, which was held in Kingston. He came fifth, with a score of 88 per cent, a major transformation for a young man who was a dropout risk!

Alexandre is currently doing another internship at Gray Hawk. His supervisors recognize his abilities, and he will probably work there this summer. Because of the support of his school and programs such as cooperative education, OYAP, and Skills Canada, Alexandre is now part of the team of builders and he knows where he's going.

The Right Choice

Andre Banville had been working in the fast-food industry since he left school. He knew he wanted to find a way out of what he considered a dead-end job. A chance meeting with a former teacher changed his destiny. His former teacher, Gilbert Paquette, who is in charge of cooperative education at the Ontario Youth Apprenticeship Program (OYAP), Andre agreed to a co-op placement with Tish's Plumbing, Heating and Electrical Services.

Andre knew nothing of the trade but felt from day one that he had made the right choice. He started working as an apprentice plumber after he completed his OYAP placement. Through a partnership between the high school and the employer, Andre was able to earn money for his education and since Andre upgraded his education to Grade 12, he was able to receive a \$1,000 scholarship from the OYAP program.

The program is a partnership between the high school, the employer, the OYAP program, the local Job Connect office, and OYAP employer – I could not have done it without their help," says Andre.

"My advice to other students is to choose a trade that interests you. A trade that interests you will make your life easier and you won't give up on your dreams."

Andre is currently a registered first-year plumbing apprentice. He is working for Tish's Plumbing, Heating and Electrical Services, a company that is growing and expanding its career in the trades.

*Huschaert, Apprenticeship Employment Consultant, Job Connect, Northern College Community Employment Services
Anne Marie Garon, guidance teacher, and Sharon Massonneur, Principal, O'Gorman High School, Northeastern Catholic District School Board*



My Hospital Co-op

As a Grade 11 student at Holy Cross Catholic Secondary School in St. Catharines, I was given the chance to take a cooperative education course. I knew that I wanted to go into science but was not sure what profession, so I decided to do my co-op at St. Catharines General Hospital. I applied and had a group interview with eight other students. There were 21 applicants and only nine positions. Once I got in, I went to two days of orientation to learn about confidentiality in the hospital. I was then placed on a general medical floor. The nurses on my floor were amazing, and I had a great experience.

During my time at the hospital, I learned a lot about the health care system and the hospital environment. I helped my team with little everyday tasks, such as stocking carts, handing out lunch, feeding patients, cleaning, making beds, answering the room bell, and answering the phone. I also shadowed different health-care professionals: physical therapists, occupational therapists, nurses, doctors, case managers, nutritionists, and surgeons. I learned about their duties and the kind of environment they work in. In the operating room, for example, I sat in on cardiovascular and general surgeries. I found the job-shadowing part of my co-op very useful in helping me to decide what I was going to do after secondary school.

My co-op placement helped me decide that I wanted to work in a hospital environment. I am now applying to nursing programs at different Ontario universities. I found out that a career in nursing offers many different opportunities and that I enjoy working with people. I recommend that students take a co-op placement if they have the chance. It is a great learning experience.

Christine Pillitteri





APPRENTICESHIP FAIR

Pharmacy Co-op

My co-operative education placement at Sir James Dunn Collegiate and Vocational School is with the Pharma Plus drugstore, where I work as a pharmaceutical technician. My assigned tasks include counting pills, answering the telephone, using the Nexsys program to access customer files, assisting customers at the cash as they pick up their prescriptions, and sometimes retrieving and filling customer prescriptions that were on hold.

Some people might think these tasks sound boring, but you have to walk before you can run. You have to perform the mundane tasks well before you will be assigned more complicated ones. If you do that enthusiastically and long enough, then you can start running with the more sophisticated tasks that require more responsibility.

The reason I decided to enrol in the co-op program is because I love chemistry and it is something that I thought I might want to use in a future career. I had trouble deciding exactly what I wanted to do, but this co-op experience has helped me see what working in a pharmacy environment is like, and I love it! This placement has also helped me to improve my communication skills, as I am dealing with customers on the telephone, as well as in person. In addition, I have gained valuable experience and skills that are necessary in the workplace. Also, out of my own interest, I have learned a great deal about what certain drugs do and how they work in our bodies.

As a result of this placement, I have made the decision to pursue my postsecondary education in this field. My plan is to study at University of Guelph to obtain my Bachelor of Science in Technology degree with a major in Applied Pharmaceutical Chemistry. After that, I may decide to apply to the degree program in pharmacy.

I would recommend the co-op program to anyone who would like to see what a certain career or occupation is all about before actually plunging "head first" into it. It can save you a lot of time and money.



REACHING NEW HEIGHTS



Ben Lévesque, a Grade 12 student at École secondaire catholique Père-René-de-Gatineau, participated in the International Aerial Robotics Competition in Fort Benning, Georgia, with the Waterloo University Aerial Robotics Group (WARG) from July 27 to 31, 2008. That was the high point of a cooperative education internship that started in February and continued in the summer.

During his internship, Ben, together with Thies Schwanke and Michael Tribou, university students, was responsible for designing and producing a launch cart equipped with a control system that would be piloted from a self-guided plane. Ben was the only secondary school student in the team.

At the competition, the self-guided plane had to fly a three-kilometre course, guided by GPS waypoints, and land within 100 metres of a specific building situated in a city. The competition was the most challenging and the most exciting of Ben's career. He was the only secondary school student that won the competition. The Waterloo University team came fifth and was awarded a \$3,000 prize.

"I developed a computer-aided design (CAD) model of the plane and the launch cart," Ben explains. Mechatronics is a multidisciplinary area of engineering that comprises mechanics, electronics, and computer science.

The Conseil scolaire de district catholique Centre-Sud would like to thank Dr. David Wang for agreeing to act as the employer of a cooperative education student. Cooperative education offers secondary school students an opportunity to explore an interesting career while obtaining secondary school credits.

Couture and Cosmetology

The students in teacher Debbie Wilson's senior cosmetology class at Central Technical School in the Toronto District School Board (TDSB) had a wonderful opportunity.

One of Toronto's top stylists, Marco Greco, who has led the design and display of the mannequins for Holt Renfrew's celebrated holiday windows, invited Debbie's students to work directly under his supervision in the store's professional workshops, assisting with this year's Bloor Street Holt Renfrew holiday window display. "This is a huge thing in the fashion world," says Debbie. "It doesn't get any better or bigger than this!"

According to Debbie's students, putting in very long days preparing for the glittering opening night was well worth it. "It was a once-in-a-lifetime opportunity to work with a master stylist and \$20,000-plus couture dresses," says student Kimberly Santos.

"I had a wonderful experience," agrees classmate Maiomi Joseph. "Everything was great, and I also learned a lot."

The excellent reputation of Central Tech's two-year cosmetology program is a big advantage for students at the school. When they begin their mandatory co-op placement during the second year of the program, students often secure placements in some of Toronto's most prestigious salons. According to Debbie, her program is so highly regarded and her students so well trained that the co-op placements frequently evolve directly into full-time apprenticeships.

The TDSB's cosmetology program provides the comprehensive curriculum outlined by the Ministry of Education and the Ministry of Training, Colleges and Universities. After completing the program and the subsequent one- to two-year apprenticeship, Debbie's proteges are well prepared, with the cutting-edge skills, experiences, and connections they need not only to write the government licensing exam, but also to succeed in a highly competitive industry.

The aspiring stylists in Debbie's class still have a way to go before that happens. But the unveiling of the windows (which appeared on *Fashion Television*) was one step along the way that they will certainly remember. "It was beyond perfect," says Debbie.



WORKING FOR MY FUTURE

I am a student at Iona Catholic Secondary School. When I first contemplated what field I would like to experience as part of my co-op program, I thought about my future and career opportunities. I saw co-op as an opportunity to enter the work field and not as an activity. I realize that the choices I make today will affect the years to come.

I knew I wanted to learn a skilled trade, and I weighed the options and opportunities in the fields that I was considering. I wanted a skill in a field in which I would interact with people and see the results of my efforts, a skill that would make job security and opportunity for future growth and development possible. I finally selected a trade field that would meet my goals and objectives: heating, ventilation and air conditioning (HVAC).

Through the co-op program, I did my placement with Atlas Care. The staff there welcomed me to their team and treated me as one of their own. I was encouraged to ask as many questions as I needed to and also to apply my newly learned skills through the various service calls. My shift starts at 7:30 a.m., and I make every effort to be there well in advance and get ready to start the day. I feel inspired and committed to the field and every service call I go out on. I work closely with some technicians and they promote the highest level of integrity and professionalism. I work hard and demonstrate my interest in the field by dedicating myself to learning the principles of HVAC and good customer service relations.

I have no doubt that I chose the right career path for me because my co-op opportunity, combined with my Atlas Care experience, confirmed it. I love the field and I look forward to starting my career journey as soon as I complete my educational requirements. I am starting my college program in HVAC systems in the coming year to become a certified HVAC technician. I hope to start my first-year apprenticeship training with Atlas Care. I could not be happier. I would like to thank all those who helped me evolve, from the classroom experience to the field experience.

If students are interested in entering the dental field, they can start their formal training while still in secondary school in the Toronto District School Board.

The Level 1 Dental Assisting Program offered in Grades 11 and 12 at Etobicoke Collegiate Institute is Healing Arts Radiation Protection (HARP) certified, free of charge, and similar to programs offered at the college level.

The Grade 11 dental assisting student's summative project is to fabricate whitening trays and/or custom fitted mouth guards for their clients. Students learn basic chair-side duties and dental laboratory procedures; sterilization and infection control procedures; the identification of dental instruments, equipment, and materials; and basic morphology, anatomy, and physiology. Successful students earn three secondary school credits (including one science credit and two technological education credits) and are guaranteed acceptance into the Grade 12 program. They also receive certification in level C CPR and emergency first aid.

The summative project in Grade 12 builds on the knowledge gained in Grade 11 and focuses on perfecting students' skills. Students participate in a variety of clinical work experiences, including assisting in procedures at the Faculty of Dentistry at the University of Toronto. Successful students earn a HARP certificate (which indicates that they are able to take, process, develop, and mount dental X-rays) and qualify to write a certification examination with the Ontario Dental Assistants Association (ODAA). Once successful on this exam, students may apply to upgrade their qualifications to a Level 2 dental assistant. This upgrading program is offered on a part-time basis at many institutions, including George Brown College, where ODAA members are granted automatic acceptance. The Grade 12 dental assisting students receive another three credits toward their Ontario Secondary School Diploma.

Many graduates of Etobicoke Collegiate Institute will pursue careers as dental assistants, and some may choose to continue their education to become hygienists, denturists, lab technicians, and dentists. Participation in the program has helped to ensure success for many students.

Bernadette Glover, Central Coordinating Principal, Experiential Learning, Toronto District School Board



Technological Studies

The technology course at École secondaire catholique de Hearst stands out due to its innovativeness and search for excellence. The school has set up many imaginative initiatives to interest students in technological studies.

Students at the school started participating in Skills Canada competitions in 1992. After students received successive medals in computer-aided manufacturing, the school launched the robotics program in 2000. This program incorporates welding, computer-aided manufacturing, design and animation, robot programming, and website and video creation, as well as machining and concepts of millwrighting. The program is aimed at exposing students to a range of technologies and giving them the skills that would enable them to find a niche in today's society. Of the students who take this program, 95 per cent continue in the field after their secondary education. Since the beginning of the program, students in it have won 18 gold, 3 silver, and 4 bronze medals in Skills Canada competitions at the national and provincial levels.

The school is also conscious of the need to break stereotypes in the area of construction and supports the view that every student, male or female, must be encouraged to explore the field of technology. Since 2004, the school has offered a design and renovation course exclusively for girls.

In 2006, the school started a flagship project that involved building remote-controlled planes out of Depron foam, PVC submarines, and Formula One model cars propelled by carbon dioxide cartridges. This project is now included in the robotics program.

École secondaire catholique de Hearst launched a Specialist High Skills Major (SHSM) in Transportation program in 2007, followed in 2008 by SHSMs in Manufacturing and in Construction.

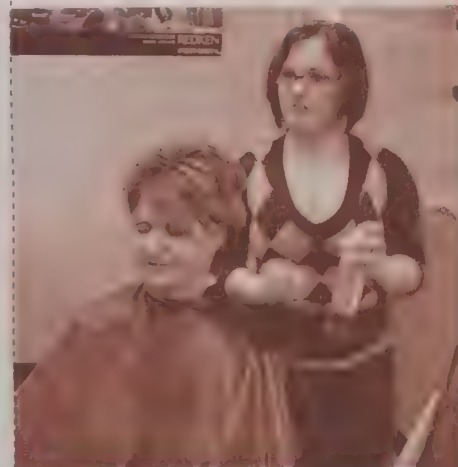
The school's solid and varied program, devoted team, and remarkable success in Skills Canada competitions make students enthusiastic about the course and projects École secondaire catholique de Hearst offers.

CHRISTINE'S RETURN

Christine Carrière is an 18-year-old student enrolled in the Ontario Youth Apprenticeship Program. She had quit school for personal reasons and worked as a cashier at Zellers for a few months. She quickly realized the importance of being ambitious and pursuing her dream of becoming a hairdresser.

In January 2008, Christine returned to École secondaire catholique Algonquin to complete her secondary school education while taking courses in hairdressing offered at the school. She then obtained professional training in a cooperative education placement at His & Hers Salon & Tanning in North Bay. Christine really appreciated her work experience, which included washing hair, mixing chemical products for hair tinting, and answering the phone.

Her internship confirmed her career choice. Then, Christine enrolled in a dual credit recognition course in Level 1 hairdressing at Modern Hairstyling. In the not too distant future, she hopes to open a hotel with a restaurant, a bar, a spa, and, of course, a hairdressing establishment.





Standing on the outside of a construction fence and looking in is very different from being on the inside of the fence. I have worked as a co-op student with Monarch Corporation, an international construction company, through a construction-focused cooperative education program at Northview Heights Secondary School in the Toronto District School Board. I was involved in working on a condominium project in Toronto, with three 24-storey units. Here is what my co-op placement was like.

I was the new kid on the block when I started at my placement. As it progressed, I was able to observe some of the trades, and to work with various tradespeople, including electricians, plumbers, and ironworkers. I have built forms for windowsills, windbreakers on the fly forms, and boxes for the leftover concrete. I have moved hundreds of pounds of concrete, pulled hundreds of feet of electrical wire, measured for the placement of sanitary piping, and moved material around the job site.

Many of the jobs on the site depended on the weather; when the wind is more than 40 kilometres per hour, the crane must not be operated. All the trades are affected by this rule. On those days, I was the "cleanup kid," sweeping, moving, and organizing new material and assisting where needed. At the end of each day, I cleaned up the spilled concrete from where the trucks had been unloading and locked up the fences surrounding the job site.

I worked from three to four and a half hours every other day, with a 15-minute break. I had to wear steel-toed or -plated safety work boots and a regulation hard hat. I also wore safety glasses when performing certain tasks.

Added bonuses from my participation included the summer job I got at the end of the placement and part-time work, now that I have completed secondary school and started college. My placement was also where I was first exposed to heavy equipment repair, which I am now studying in college!

David Shillinglaw

The Ontario Skills Passport website provides descriptions of more than 300 occupations, identifying job tasks and the Essential Skills involved in performing them. Visit <http://skills.edu.gov.on.ca>

SECTION 3

Clinton Lacey



SUCCESS FOR ALL

The co-op/work experience program at the E.C. Drury School for the Deaf provides experiential learning opportunities for a diverse group of students. In conjunction with the traditional co-op/Ontario Youth Apprenticeship Program, this program helps prepare students with special learning needs for employment after graduation.

Many of these students are working toward a Certificate of Accomplishment (COA) or an Ontario Secondary School Certificate (OSSC), and may be looking for alternative ways to earn credits. Deaf students with additional learning needs may face a variety of challenges in finding employment when they graduate. They deserve the same opportunities as other students in Ontario to show that they can be quality contributors. They want to be successful and to feel valued for their efforts.

The goal of this work experience program is to provide these students with many different experiential learning opportunities to allow them to discover their talents, skills, and interests, and to focus on a career path. Guidance counsellors, Student Success teachers, case management workers, community agency staff, and employers work

collaboratively to create a transition plan from school to the workplace that suits these students' individual needs.

Clinton is Deaf and has other learning and developmental challenges. His work ethic and desire to be independent and take care of himself are strong. Over a three-year period, Clinton had a variety of placements to develop his work skills and habits. Toward the end of his second year, he demonstrated the skills to be successful in food services and expressed a desire to pursue this line of work. During his last year of school, he worked in several different food service settings to build up his job skills and increase his understanding of workplace expectations.

Clinton responded enthusiastically to an opportunity to work at a Wendy's in Milton and learned how to keep the restaurant clean and orderly. Working in the food preparation area, he met the expectations for the training program and was offered a job when he finished his placement. He continues to work at Wendy's and is learning how to do more tasks and contribute more to the team.

Lacey is a Deaf student with developmental and physical challenges who demonstrated that she had the desire

and ability to be successful in the workplace. She was offered a job at a Wendy's in Milton and learned how to keep the restaurant clean and orderly. Working in the food preparation area, she met the expectations for the training program and was offered a job when she finished her placement. She continues to work at Wendy's and is learning how to do more tasks and contribute more to the team.

Lacey responded to the challenge and quickly showed that she could learn the tasks assigned to her and be a safe and productive worker. She became skilled in the food preparation area and assisting the baker.

Her second placement was at a larger and busier location where the demands on her were greater. With the experience she had already gained, Lacey adjusted to the faster pace and showed she could handle more responsibility. Her work ethic impressed her placement supervisors, who believe that she is capable of being successfully employed. The school and Path Employment Services of Hamilton are working together to find employment opportunities for her in her home community.

Jim Hareington and James Baldwin, cooperative education teachers, and *Nancy Saunders*, Superintendent of Education, E.C. Drury School for the Deaf



Arts and Culture

At École secondaire Macdonald-Cartier, the Specialist High Skills Major (SHSM) in Arts and Culture program allows students to concentrate on the knowledge and skills that are important in arts and culture. Students can choose to specialize in music with Le Groupe 17, in theatre with Les Draveurs, or in visual arts with OnCrée. **Alix Voz** is a Grade 12 student who has decided to specialize in visual arts and music. Her experiences in the SHSM program have enabled her to put into practice the knowledge and skills that she acquired in talent competitions.

Alix has been the bass player for Le Groupe 17 since Grade 9 and writes original lyrics with the other members of the group. One of the songs they wrote last year, "Bonsoir grand-papa," was a hit. Le Groupe 17 recorded their song last fall for their CD, which was launched at Gala 2009 in January.

Last August, Alix participated in a talent competition and played bass before mainly anglophone judges at the Miss Teen Canada International Pageant 2008. A francophone judge went to see Alix to tell her that the words touched her profoundly. The anglophone judges wanted to know how a Québécoise felt in Ontario. Alix replied that she was not Québécoise, but Franco-Ontarian and that she faced the typical challenges faced by francophone minorities. The judges mentioned this to Alix's parents, highlighting the courage and professionalism with which she presented her song and shared her cultural pride, and were not surprised that Alix was enrolled in a specialist arts and culture program.

Alix will take part in another talent competition in May during the 2009 Miss North Ontario Regional Canada Pageant, where she will perform a bass rendition of one of the songs of Le Groupe 17. Thanks to her training, experience, and specialization credits, she is confident on stage and pursues a variety of art and culture activities in her free time. Next year, she hopes to enrol in classical studies at Laurentian University and take courses in art history.

Congratulations and good luck, Alix! At the school, we are all proud of you!



1 ← Alix Voz 1 ↑ Cody Tiesma 1 → Alex Goes 1 → Eric Lecompte 1

Agriculture

I decided to take the Specialist High Skills Major in Agriculture at St. Anne's Catholic School in Clinton because it is an excellent course for learning how to fix equipment at your own farm. In the program, we not only learn the practical aspects of equipment repair, but also earn many certifications along the way. Taking this course allows people who are going into this field after high school to go straight to the farm or an apprenticeship.

We also take other courses that prepare us for college or university. We go on trips to different places and learn about careers that relate to farming. We attend a lot of workshops designed to teach us how to protect ourselves from accidents that could happen on the farm. This education will reduce the number of terrible farm accidents. We gain experience in how the machines actually work and how to fix them, and in the co-op we work with professionals.

I think that this course could help some bright young farmer with bigger plans for the future.

Cody Tiesma

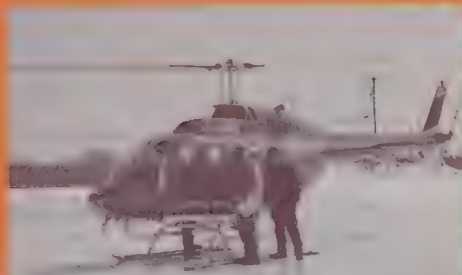
Construction

The Specialist High Skills Major in Construction program at St. Michael Catholic Secondary School in Stratford has provided me with a great learning experience in safety and the potential hazards on the job site. We learn about what to look for in confined spaces before entering a situation that could be very dangerous, and how to fasten safety harnesses properly and to assess circumstances in which a fall could occur. Learning about proper rigging techniques will make us more aware of job dangers and more confident when we go into a construction field. We need to take care of our safety first.

Teachers in this program are professionals who have been licensed and in the trades for over 10 years. We travelled to colleges and went into their shops, and we got an impression of what attending some of the different programs would be like. We worked for Habitat for Humanity and toured job sites, meeting professionals and observing different careers and tradespeople.

It was one of the best years and training courses of my high school education. I am so happy that St. Mike's offered it.

Alex Goes



Manufacturing

Lessard Welding is a company that has its community at heart. Thanks to the continued support of its managers, Steve and Natalie Lessard, as well as their team, students in the Specialist High Skills Major (SHSM) in Manufacturing program at École secondaire catholique Champlain à Chelmsford enjoy a wide range of valuable and satisfying work experience.

Every year, members of this community share their expertise with students and give them information about the skills required to work diligently and safely in industry today. Stimulating cooperative education internships, and instructive sponsorship and twinning days provide students with authentic learning experiences.

Here is an example of this community partner's priceless contribution.

Eric Lecompte, a student in the SHSM in Manufacturing program at the school, participated in a helicopter mission to inspect bridges and dams that are used to control the water levels of the various rivers in the region. He had to read the numbers on the graduated scale of the dam while the pilot maintained a firm position a few metres from the ground.

He had participated in the manufacture of such structures at the worksite and had to ensure that everything remained together without blockage or spill. "It is indeed interesting to see your product in action," comments Eric, noting the relationship between theory, construction, and testing.

Eric adds that his helicopter trip followed the sinuous paths of the Onaping and Vermillion rivers and that a newborn moose with its mother lived up his view.

The SHSM in Manufacturing at Champlain enables students to earn work experience under various conditions, which might encourage them to pursue a career in manufacturing – quite an advantage, since a large part of the local economy depends on this field. Graduates from this program have a definite advantage in the job market.

The SHSM program owes part of its success to community partners who are committed and interested in ensuring continuity. Lessard Welding is an employer that cares about student success and invests in today's youth by providing authentic opportunities to turn theory into practice.



↑ Alexandra Paul ↓ Nicholas Asboth



Health and Wellness

Alexandra (Alex) Paul of Beaver Brae Secondary School is not your average high school student. Put into foster care at the age of 11, Alex has been a ward of the government for more than half her life. For the past three years, she has lived in a group home outside the city of Kenora. One of her biggest hopes is that she will eventually find a family and a place to call home. Despite all the hardships she has faced in her life, she is a remarkably positive young girl.

While Alex admits that she doesn't always love school, she did love her co-op education placement last year. She spent her second semester working at the Cameron Bay Day Nursery in Kenora. There she acquired first-hand experience working with young children. Her duties included helping the children get ready to go outside, playing with them, reading books to them, putting them to bed, and doing crafts with them. Alex always knew that she wanted a career that would allow her to work with kids, but this co-op placement fostered her aspiration to become a child-care worker.

The co-op experience helped Alex solidify her future plans and narrow her academic focus. This year, she is enrolled in the Specialist High Skills Major in Health and Wellness program at Beaver Brae. Her involvement has given her the opportunity to practise CPR (on dolls designed for that purpose), tour the various sectors of a hospital, view laboratory procedures, and understand the Telehealth Ontario process. All these activities have opened her eyes to the vast employment prospects related to being a child-care worker.

Enrolling in co-op has also helped Alex build relationships, both at Cameron Bay and within the community. "I would definitely recommend co-op to other students. It was fun, with hands-on activities, and I got credits for it." She also saw a huge benefit to trying out a job before having to make a final career decision. Participating in co-op helped her understand what to expect in the workplace after high school. "Co-op has given me an opportunity to see what my future holds."

Hospitality and Tourism

Nicholas Asboth, a student in the Specialist High Skills Major in Hospitality and Tourism at the Carrefour adult school, came first in the regional qualification exams of the Skills Canada–Ontario national cooking competition (secondary level).

The five young opponents who were selected during a preliminary round had to overcome various practical and theoretical challenges that demonstrated their professional skills and knowledge. Among other tasks, they had to prepare a three-course meal while respecting the rules of the trade.

This competition enabled me to acquire a lot of experience and to learn how I had to perform in a professional kitchen. I noticed that the skills I had to use were not only before, during, and after, in addition to the competition itself.

Nicholas arrived in Ontario with confidence and pride at the Ontario Skills Competition in technological cooking skills last May in Waterloo.

Melanie Gauthier, communications officer, Conseil des écoles publiques de l'Est de l'Ontario

GLOBAL EXPERIENCE ONTARIO

When Michael Batu arrived in Ontario from the Philippines in April 2007, he sent out almost 500 resumes. After four unsuccessful job interviews, the former university lecturer with a master's degree in applied economics took a job as a researcher, doing phone surveys.

Unable to find employment that matched his skills and education, Michael considered returning to the Philippines. Fortunately, he learned about the Ontario Public Service (OPS) internship program for Internationally Trained Individuals through a community agency.

Managed by the Ontario Ministry of Citizenship and Immigration's Global Experience Ontario (GEO), an access and resource centre for people who were trained in other countries, the OPS program is open to newcomers who have been in Canada for less than three years. Interns are placed in ministries and government agencies in a wide variety of fields, including finance, chemistry, business administration, communications, and environmental sciences.

Michael was screened as a candidate for an internship position as a labour market analyst with the Ministry of Citizenship and Immigration's Pilot Provincial Nominee Program. Mentored by the unit's manager, Michael gained valuable experience about the Canadian work culture during his six-month internship. He considers the internship one of his best and most rewarding experiences. It provided him with specialized experience, and he gained invaluable knowledge of what it means to work in a professional environment in Ontario. When his internship ended, the unit where he did his internship hired him. "The internship opened a lot of doors for me," says Michael.

To date, more than 85 per cent of the 200 internationally trained newcomers who completed the OPS internship program have found employment.

GEO offers a variety of services in French and English, including one-on-one counselling, information and referral services, information regarding regulatory bodies, career maps (guides to entering professions), and information regarding bridge training, internship and mentorship programs.

For more information about the OPS Internship Program for Internationally Trained Individuals, contact GEO.

Len Sechul



REGULATED PROFESSIONS SERVED AT GEO

- Architect
- Certified Engineering Technician and Technologist
- Certified General Accountant
- Certified Management Accountant
- Chartered Accountant
- Early Childhood Educator
- Forester
- Land Surveyor
- Lawyer and Paralegal Worker
- Professional Engineer
- Professional Geoscientist
- Social Worker and Social Service Worker
- Teacher
- Veterinarian

GEO LOCATION

163 Queen Street East, 2nd Floor

GEO HOURS OF OPERATION

Mondays, Wednesdays and Fridays
9:00 a.m. to 5:00 p.m.
Tuesdays and Thursdays
9:00 a.m. to 8:00 p.m.

CONTACT

www.OntarioImmigration.ca/english/geo.asp
Tel: 416-327-9694 or 1-888-670-4094
Fax: 416-327-9711
TTY: 416-327-9710 or 1-866-388-2262
E-mail: geo@ontario.ca

AWESOME EAGLES



On May 21, 2008, North Lambton Secondary School (NLSS), in partnership with Kettle and Stony Point First Nation Hillside Elementary School and the North Lambton Family of Schools, hosted a Grade 8 to 9 transition program, the Awesome Eagle Encounter. The theme for the day was "Building Relationships through Positive Interaction." Bruce Stonefish, the First Nations trustee for the Lambton Kent District School Board, welcomed the 140 students who attended. Twenty were from the Chippewas of Kettle and Stony Point First Nation. In his opening remarks, Bruce spoke about the importance of such events in bringing together diverse communities to develop positive relationships.

Peer leaders led their Awesome Eagle groups through a variety of activities, such as the popular mat races and the scavenger hunt, that helped students quickly get to know each other and required cooperation and positive communication skills. The day ended with closing remarks, a smudging ceremony, and a song from Ernest Walker, of Kettle Point. He spoke of tolerance and understanding and the need to build community, and of the "special gifts" students all have and that they will bring to NLSS. His special gift, he said, is the gift of song. His song captivated the audience and was a powerful and appropriate way to end the day.

Feedback from participants and peer leaders was very positive.

Dylan George, Grade 9 peer leader: "It was a great day because it brought people together. People are talking, it is good to see."

Meghan Gilfoyle, Grade 11 peer leader: "The Awesome Eagle Encounter was different from most orientation activities because students were able to make friendships before entering Grade 9."

Jolene Teeple, now in Grade 9: "I met new people. In Grade 9 I recognized faces [of students who had attended the event] and some of them became my friends."

Damon Bresette, now in Grade 9: "It made coming to Grade 9 easier because I recognized people from my group and I felt comfortable."

In addition to facilitating friendships, the experience has resulted in an increase in Grade 9 students' participation in school activities this year. **Reg George**, a Grade 10 peer leader, remembers how nervous he felt when he entered NLSS and didn't know many people: "This year, clubs, Reach for the Top, and the Athletic Association have more Grade 9s participating than usual." Meghan Gilfoyle thinks that's because this year's Grade 9s made connections at the Awesome Eagle Encounter. "In September, when I saw students from Awesome Eagle, I said, 'You were on my team,' or 'I remember you from Awesome Eagle,' and I invited them out for the Athletic Association. They came out and stayed, and I think that was because I was a familiar face."

Leadership was another key component of the Awesome Eagle Encounter. Students in Grades 9 to 12 were given the chance to be leaders, but the activities also encouraged leadership. Meghan explains: "Peer leaders

had to make the Grade 8s feel comfortable at the beginning of the day and encourage participation, but by the end of the day, the Grade 8s were taking leadership roles."

"The goal of the Awesome Eagle Encounter was to bring students together, to help make the transition from Grade 8 to 9 easier, and to build positive relationships," says Jim Morton, principal of NLSS. "When students tell me that they are now friends with people they met at the Awesome Eagle Encounter, that they feel comfortable and accepted at NLSS, and I see Grade 9 students mixing and involved with activities all over the school, I know we achieved our goal."

Naomi George, currently a Grade 8 student at Hillside School who participated in the Awesome Eagle Encounter while in Grade 7, agrees: "We went to North Lambton to get ready for high school, to see what it was like. We did some activities in different groups. My brother Dylan was a leader, and there were other leaders from Kettle Point. It was cool. I think I'd like to do it again."

According to JoAnn Henry, principal of Hillside School, Naomi is looking forward to attending NLSS in the fall of 2009. Maybe she will follow in her brother's footsteps and become an Awesome Eagle peer leader and help future Awesome Eagles with their transition to high school.

Labour and Delivery Co-op

I am currently a Grade 12 student at Holy Cross Catholic Secondary School. Last year, I completed a co-op placement at St. Catharine's General Hospital on the labour and delivery floor. I first heard about co-op through my school and was told that I could choose anywhere to be placed. I was really interested in a career in health care. I applied to the hospital and was interviewed, along with 20 other high school students. After receiving a spot as a volunteer in the hospital, I went through orientations and training, and participated in a few mandatory health checks before being assigned to that floor.

I spent my afternoons shadowing different nurses, doing various tasks, and observing many things. As long as the patient didn't mind, the nurses allowed me to be present for whatever took place during the three hours that I was there – maternal checkups, ultrasounds, epidurals, births, and Caesarean sections. Some days were so busy that we didn't sit down, and others were slower and we spent our time stocking carts or filing.

During my last week at the hospital, one of the doctors I had come to know very well let me do something that I will never forget. I was assisting the nurses in what I thought was a routine delivery when the doctor came in and told me to put gloves on. He let me deliver the baby! He assisted me, of course, but it was the most incredible thing that I have ever done. Seeing the looks on the parents' faces when I held up their first baby boy and hearing them thank us over and over again for a healthy delivery made me realize that this is what I wanted to do.

I really enjoyed my co-op placement. It was perfect for me. I wasn't sure what part of health care I wanted to get into for my career, but after this placement I am 100 per cent sure that I want to be a nurse, working in labour and delivery. It is such a rewarding job, knowing that you are helping someone bring a new member into the family. If anyone is remotely interested in taking a co-op class, I strongly recommend that you do and that you pick something that you are interested in, because it definitely pays off!

Emily-Leon Baker, Holy Cross Catholic Secondary School



MY RECOVERY

I was in a rut. A wife and stay-at-home mother of two for the last seven years, at 33 I needed a change. A friend suggested that I enrol in the personal support worker (PSW) course at the G.A. Wheable Centre for Adult Education in September 2007. Reluctant but intrigued (I had been out of school for nine years), I enrolled in the night school program, wondering how I was ever going to balance all my responsibilities and be successful.

I was exuberant during the first few months of the program. I was not only succeeding, but succeeding with high academic standing! Then it happened ... I began experiencing excruciating headaches in the frontal and temporal regions of my brain, vertigo, and deterioration in vision.

Multiple visits to the doctor proved futile. The diagnosis: stress. The deterioration in my vision continued and the vertigo and headaches worsened. An eye exam in December 2007, which included a routine digital retina photo, caused some concern.

Within two days, I met with a specialist at the Ivey Eye Institute, had further tests, and then was sent to the London Health Sciences Centre emergency room for a neurosurgery consultation. An MRI revealed a tumour in the middle of my brain. I was admitted that night to undergo an operation to remove the tumour. During the surgery, I suffered a stroke and awoke paralyzed on my left side. I was transferred to Parkwood Hospital for intensive rehabilitation.

My thoughts turned to school and, of course, my family. All that hard work – could it be lost? What about my two young boys? I persevered despite this traumatic experience, and was home for Christmas and New Year's. I completed three modules of study in hospital and during recovery at home, and made it back to class by January 2008.

Some accommodations were made to enable me to continue with rehabilitation on an outpatient basis while in school. I made up some lab hours with the day program class, and in March I began my clinical placement at a long-term care facility. I suffered a seizure on April 1 (certainly not an April Fool's Day joke), which might have been due to fatigue and my brain repairing itself, and I missed the month of April while having all kinds of tests to figure out the cause of the seizure. On April 28, I returned to the day class again, committed to make up for lost time. I was determined to graduate with my peers, now friends and cheering squad, that year and walk the stage with them. I graduated that June from the PSW program with high academic standing and had the honour of being class valedictorian.

I spent the summer being with my family and recovering from my ordeal. At a job fair at Wheable, I handed out some résumés and in July an employer called me for an interview. I explained that I would not be ready to begin working until September, and the employer agreed to delay.

My experience has taught me to live for today, extend a hand, and care with empathy, respect, dignity, and gentleness, knowing that each encounter makes a difference.

Erin Iutz



Vet Technician

The story begins with a complication in my high school timetable. I wanted to switch out of some courses. What to replace them with? I had never worked in a veterinary clinic, but I was interested in exploring the veterinary field in college. Cooperative education was the solution to my timetable problem.

The first challenge was to convince my mother, who did not like the idea of me leaving school every afternoon and working with an employer. It took a while to convince her that everything would be okay.

In mid-January, before the start of my second placement, I started looking for veterinary clinics that accepted interns. Finding one was not easy. Many clinic operators do not like accepting secondary school students anymore because of challenges, problems, or bad experiences in the past.

I finally found a clinic close to my school, École secondaire Étienne-Brûlé in Toronto, that accepted secondary school students. Some interns have become veterinary assistants for this employer after their internship. I very much enjoyed the months spent at the Bayview Village Veterinary Clinic. The employees were kind and working with them was easy and pleasant.

At the end of the internship, the clinic provided a cake in honour of the students who were ending their internship, and the veterinarians offered to write us letters of recommendation.

I am now enrolled in the veterinary technician course at Collège Boréal in New Liskeard, and I really like it. I see many things that I learned at the clinic. I am simply learning the scientific terms now.

As part of one of my college courses, I had to do a seven-hour observation internship at a clinic in Toronto. I explained to my lecturers that I could not return to Toronto just for this internship, that I had already done a cooperative education internship at a clinic, and that I therefore know how they operate. The lecturers discussed my situation and asked me to produce a letter from a vet confirming my internship and experiences. Dr. Ginsberg of the Bayview Village Veterinary Clinic kept his promise, and I received the letter requested two days after my call. Unbelievable! My hours of cooperative education internship at the secondary level were recognized in lieu of the seven hours of observation internship the college demanded.

My conclusion? Even if the work was not paid and the hours sometimes seemed long, cooperative education enabled me to have new experiences, broaden my knowledge, and obtain excellent references.

Hasina Rutnam

Hasina has since completed her program in veterinary care at Collège Boréal and currently works at a laboratory in Montreal, Quebec.

HealthForceOntario

Helping Internationally Educated Health Professionals

Ontario's Ministry of Health and Long-Term Care has developed the HealthForceOntario strategy to make sure that Ontario has the right number and mix of health-care providers, when and where they are needed. As part of this strategy, the HealthForceOntario Marketing and Recruitment Agency plays a key role in building relationships between internationally educated health-care professionals and the health-care sector. The agency creates their programs and Marketing and Recruitment Resources and facilitates the local, provincial and national programs of the Access Centre for Internationally Educated Health Professionals.

The Access Centre helps internationally educated health-care professionals with quality standards and accreditation of the regulated health professions. Tina Toth at the Access Centre, Wayne Oake, describes it as a "one-stop shop" for these health-care professionals and a "one-stop shop" for the employers. The centre is a "one-stop shop" for the employers and regulatory bodies for the regulated health professions.

Through the year the Access Centre offers information, referrals, to regulatory colleges, as well as study groups, English language, skills development and employment services. Advisors at the centre support clients on their path to practice and guide them toward the resources they need.

The Access Centre also continues to develop crucial partnerships with other agencies to meet client needs. Co-sponsored with the University of Toronto, the Canadian Health-Care System, Culture and Context course is one example. Course participants gain a better understanding of the competencies required to work effectively in the health-care sector in Ontario.

Continuous supportive counselling and regular follow-up bring clients one step closer to career success in Ontario.

Michael Benedict, HealthForceOntario

Check out the Access Centre for Internationally Educated Health Professionals and the HealthForceOntario Marketing and Recruitment Agency at www.healthforceontario.ca, or call the toll-free number 1-800-596-4046.



Lisa Walsh will always remember Christmas Eve 2007. Her patient had not spoken in months, but on that night she opened her mouth and sang a few words of "We Wish You a Merry Christmas."

The elderly woman suffered from aphasia, a language disorder caused by disease or brain damage, usually from a stroke. When told about the breakthrough, the woman's family was "overwhelmed with joy and gratitude," recalls Lisa. "I could really see how one can make a difference in people's lives. My job is so rewarding. I love it."

Lisa is a communicative disorders assistant, which is a relatively new profession, and works with adults at the Runnymede Healthcare Centre in Toronto. Communicative disorders assistants work under the supervision of speech-language pathologists or audiologists. Often, these assistants provide the one-on-one therapy for which the speech-language pathologists may not have time.

"This work is just as satisfying as being a speech pathologist," Lisa says, "and it opens so many doors to other opportunities."

In Grade 10, Lisa already knew that she was not cut out for a routine office job. "I realized then that I needed variety and something challenging," she says now. "Jobs such as mine in allied health care provide that. New things come up every day. It's an incredible experience."

Lisa started off studying linguistics as an undergraduate at York University. But she soon realized that, while the field is stimulating, it has few practical applications. A professor persuaded her to consider a profession connected to the physical mechanics of speech. Her desire to work with and help people led Lisa to settle on her current career path.

Communicative disorders assistants are not professionally regulated, although speech-language pathologists and audiologists are. The Communicative Disorders Assistant Association of Canada, which was established 12 years ago, recognizes the postgraduate programs offered by three Ontario colleges, Georgian, St. Lawrence, and Durham, where Lisa studied. The training takes 12 months, including one semester of field placement.

Becoming a communicative disorders assistant can be a first step for aspiring speech-language pathologists or audiologists, which require a master's degree. Lisa considered that path, but now she's

not so sure. "I love the hospital setting," she says. "It exposes you to so many opportunities. I might go further in my field, or I might work toward a master's in hospital administration, or go in other directions that I had not been aware of until I got here."

Whatever route Lisa takes, she knows that networking will be a big part of any future success. At university, she volunteered with a speech-language pathologist at the Durham District Catholic School Board. "If you're serious about something, you have to be prepared to volunteer to get experience," Lisa says. "Schools expect that. Employers expect it. And the people you meet will help you with references and opportunities in the field."

To learn more about careers in health care, visit the HealthForceOntario website at www.healthforceontario.ca/Studying.aspx.



Kendra Read remembers her Grade 10 Career Studies course as a confusing time. "It's really hard to know at that age," she says. "I always wanted to be dentist or a figure skater. And I wanted to work with and help people."

After graduating from high school in Oshawa, Kendra enrolled in communications studies at the University of Western Ontario. But after a year she realized that she wanted to pursue a career in health care. She had been active in sports and decided that nutrition studies would be a natural fit.

Kendra transferred to St. Francis Xavier University in Antigonish, Nova Scotia, where she switched to a science program. Now, she's a dietitian at Lakeridge Health, a network of four hospitals in the Oshawa area, where she works mostly with older patients. "It's very satisfying," she says, "to help someone, to provide the care they need. I enjoy helping someone feel better when they are not feeling the greatest."

A dietitian assesses the nutritional needs of and designs the appropriate food intake for an individual or group. Explains Kendra: "I learn about the patients' eating patterns, make sure they have a healthy appetite and that their diet interacts properly with their medications."

Registered dietitians have to be university graduates of a recognized nutrition program and complete an accredited internship of at least 35 weeks. Kendra's last internship assignment, at Lakeridge, led to a job offer. "I finished my placement on Thursday and started working on Monday," she says.

It's been a happy transition. "If you want to work in a dynamic field with professionals and patients in a variety of settings, this is a great career," she says. "If you enjoy health care, being part of a team and helping people achieve their goals, this is a great job."

Many employment opportunities are available for dietitians outside hospitals, too. Dietitians can conduct research, work with food companies and community organizations, or teach. One of the aspects of her job that Kendra likes best is that the field is constantly changing and keeps her on her toes. "Nutrition is part of everyone's life," Kendra says. "There is always new information and research emerging related to nutrition. Patients always ask you about something they have picked up from the media, and it's really rewarding to be able to have an answer."



To become a medical radiation technologist, you can enrol at Toronto's Michener Institute of Applied Sciences or in a college program, or you can qualify through a joint school/university program, the way Jeffrey Koob did.

Jeff is a 2008 graduate of the Eastern Ontario School of X-Ray Technology in Kingston. "The Eastern X-ray program is an intimate program," says Jeff, who was born and raised in Kingston. "It takes a maximum of 21 students per year."

Eastern students take the first two years of the four-year program at nearby Queen's University, where they attend classes in the Life Sciences program for undergraduates. The third year involves intensive training and coursework at Kingston General Hospital, where the Eastern Ontario School of X-Ray Technology is located. The final year is a 12-month internship as an assistant to a hospital technologist. Graduates receive a Bachelor of Science degree from Queen's and a diploma from Eastern.

"I've always been interested in technology, and I always wanted to be part of the health-care system," says Jeff. "This job combines both. It's great."

Jeff's interest started in Grade 11, when his parents arranged for him to tour Kingston General and Eastern. "I got really keen after I talked to one of the students, who loved the program," says Jeff.

His training is in radiography, or X-rays, but there are three other medical radiation technology specialties: radiation therapy, common in cancer treatment; nuclear medicine, which involves patients swallowing or being injected with substances that show up in diagnostic images; and magnetic resonance imaging, better known as MRI. Many opportunities exist for continuing education to add specialties to one's portfolio.

Jeff works part-time at two Kingston hospitals to maximize his income. Starting jobs typically pay about \$55,000 and, with many retirements forecast, the employment picture remains promising.

The most exciting part of the job, Jeff says, is being part of a team dealing with an emergency hospital admission. "You're part of a sequence," he explains, "and you get only about two minutes to get your pictures done. You can't afford to screw up—a life could be hanging in the balance."

The Next Step

As the 2010 Vancouver Winter Olympics approaches, I can't help but feel proud to be part of a major Canadian historic event. Although I would love to be able to say that I'm competing in the games, I cannot. I did, however, help construct the foundations for it, as an engineering inspector during my work term.

As a civil engineering student with an option in management science, at the University of Waterloo, I have had several unique co-op experiences. I worked for the Greater Toronto Airports Authority at Pearson International Airport, constructing the new international terminal; at Toronto Public Transit, designing the York extension plan; at RDH Building Science in Seattle, constructing the new Microsoft Campus; and at Halsall Associates, conducting forensic investigation for the re-cladding project at First Canadian Place.

In high school, my teachers encouraged my interests in Web design, chess, and mentoring and motivated me to participate in competitions. Following that experience, university has taught me great lessons, both inside and outside the lecture halls. I truly believe that a person's comfort zone will only place limits on learning prospects. With hard work and determination, a person will have no boundaries to his or her successes and experiences. Maintaining an open mind and being diligent will lead to excellence in many ways, and the possibility of achieving sky-scraping goals is only an arm's length away.

Michael Chan



PEOPLE

SMART

politician • religious leader • administrator
anthropologist • arbitrator • businessperson
personnel officer • sociologist • public relations officer
counsellor • psychologist • police officer
salesperson • social director • receptionist
food server • nurse • teacher assistant
day care worker • manager

MUSIC

SMART

solo singer • composer • instrumental musician
conductor • disc/video jockey • instrument technician
piano tuner • music therapist • songwriter
recording engineer • choral director • music teacher
music copyist • choreographer • instrument salesperson
musician • musical arranger • sound engineer
instrument repairer • group singer

IMAGE

SMART

web developer • surgeon • painter
sculptor • cartographer • architect
surveyor • urban planner • graphic designer
photographer • art teacher • inventor • drafting technician
pilot • fine artist • hairstylist • machinist
interior decorator • art therapist • engineer

SELF

SMART

inventor • singer • musician • actor
dancer • athlete • entrepreneur • scientist
researcher • explorer • explorer • explorer
explorer • explorer • explorer • explorer
explorer • explorer • explorer • explorer
explorer • explorer • explorer • explorer

SMART OPTIONS

YOU'RE SMARTER THAN
YOU THINK YOU ARE!

Check out how your smarts
can lead to career
possibilities!

BODY

SMART

athlete • singer • musician • actor
dancer • athlete • entrepreneur • scientist
researcher • explorer • explorer • explorer
explorer • explorer • explorer • explorer
explorer • explorer • explorer • explorer

LOGIC

SMART

travel agent • technician • cook • lawyer
technologist • researcher • astronomer • auditor
accountant • computer systems analyst • underwriter
bookkeeper • purchasing agent • statistician
computer programmer • actuary • stockbroker
mathematician • engineer • physicist

WORD

SMART

call centre operator • tour guide
author • playwright • reporter
talk show host • English teacher • librarian
archivist • curator • editor
legal assistant • lawyer • secretary
proofreader • speech pathologist • radio/TV announcer
translator • writer • journalist

NATURE

SMART

oceanographer • farmer • rancher • gardener
agriculture worker • animal trainer • forester
zoologist • botanist • geologist • aquaculture labourer
meteorologist • paleontologist • astronomer
environmental scientist • climatologist • agricultural engineer
environmental • environmental • biologist



Canada

SECTION 3 *where you can go*

TEACHER TRAINING

The Peers as Teacher Helpers (PATH) program at St. Joseph Secondary School in Mississauga is a unique teacher training/co-op program that was launched in February 2007 with 30 students. Now immensely popular with both students and staff, the program has grown to accommodate approximately 90 students in 2008/09.

PATH is a single-credit co-op program that allows a senior student, who is nominated by a member of the school's teaching staff, to work beside that staff member in a Grade 9 or 10 class for an entire semester. Pre-employment training takes place before the semester begins and ensures that the PATH student is ready and in the classroom on the first day of the semester.

Program benefits are many. PATH students are mentors and role models for the junior students, providing the extra support needed in many classrooms today. **Jake Holloway**, a PATH student in the music department, states that he loves interacting with the students and getting to pass on his passion for music. Having an opportunity to teach concepts, he says, reinforces his own understanding of them.

PATH students also benefit by being exposed to a career that many of them plan to pursue. Even students who may choose other careers still have an excellent opportunity to work on their leadership, presentation, and interpersonal skills. The students leave the PATH program with a skill set few other students have an opportunity to develop in high school to the same extent that PATH students do.

Sara Gasior, another PATH student, has chosen teaching as her career. Being placed in a physical education class, she says, gave her an opportunity to develop her leadership and teaching skills and was also a perfect jumping-off point to study health sciences in university. "PATH not only gives me the opportunity to learn what teachers do day to day, but also provides insight into why they do what they do."

At the end of the program, students are required to create a personal portfolio showcasing their achievements both in and out of the classroom. They leave the program with the benefit of having this concrete evidence of their accomplishments, which they can use when applying to university or entering the workforce.



Jennifer Qualities

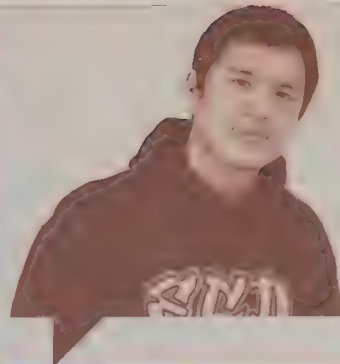
Where do you go with a diploma in business administration? **Jennifer Duplain** secured employment at the St. Lawrence River Institute of Environmental Sciences in Cornwall just weeks before graduation.

"I have always been interested in business and running an organization," says Jennifer. She is enjoying her new job as an administrative assistant and says that she has really benefited from the computer courses she took in her program. "I am continually applying the skills I learned in those computer courses in my daily routine." Jennifer says, however, that the transition from student to employee takes some adjustment. "As with anything new, it takes some time to adjust. Although I am covering a one-year maternity leave, I feel that this is a great stepping stone to go from college to the real world. It allows me to apply what I have learned at St. Lawrence College and to gain real-world experience so that I can further my career."

When Jennifer graduated from General Vanier Secondary School in 2002, she was working in various retail outlets and trying to find a career that would carry her through more than just a few years. "When I started applying for jobs, I realized that I was lacking the skills and education that I needed to qualify for the jobs that I was interested in," she explains.

Jennifer feels very fortunate that St. Lawrence College offered the program she wanted in Cornwall. "I was able to live at home and use the money I had saved to pay for my tuition, books, and other expenses. I was also able to keep my part-time job."

Studying in her hometown gave Jennifer a monetary advantage, but she also notes that the classes at the college weren't so large that you became just a face in the crowd. "The professors and program coordinators were always very helpful and easy to talk to about anything," she says, "whether it was class related or a personal problem." Jennifer also enjoyed the variety in her class offerings. "I know I received a well-rounded education," she concludes.



Tristan Kong

Tristan Kong has garnered a considerable amount of acting experience in his 18 years. He had a key role in the E.C. Drury School for the Deaf production of *How the Grinch Stole Christmas* and starred in *Pirates of Sign Land*. Tristan and his partner also placed second in the Youth Canada Tournament of the Deaf competition for their mime performance "The Window Washers." His dramatic talents have led him to select the Specialist High Skills Major (SHSM) in Arts and Culture – Performing Arts.

Never one to shy away from showing leadership, Tristan guided his drama class in creating a special work to be performed for elementary schools about recycling. "My 'King' character, he recalls, "had everything perfect in a time long ago but never cleaned up his garbage, and nature started to die around him. Soon he learned how his ways needed to change." It was clear that many of Tristan's young audience could relate to the lesson that the king had to learn.

Tristan also helped shape this year's Remembrance Day drama about how Canadians liberated Holland near the end of World War II. This presentation was a joint effort with his drama peers. Tristan was pivotal in helping to develop the script and secure costumes, props, and other technical elements through his SHSM Fashion and Creative Expression class.

He has enjoyed many workshops the SHSM program has sponsored. He had expert guided workshops in photography, mask performance, and makeup, and even received a certificate for his participation in a GE Canada-sponsored Junior Achievement course, Dollars and Sense.

Tristan participated in a three-day film and video workshop in January organized by the Toronto International Deaf Film and Arts Festival and sponsored by CanWest Productions. This led to his co-op placement in second semester with the Deaf Culture Centre in Toronto.

When he is not focusing on acting, Tristan enjoys photography. Recently he won the second-place award in Air Jamaica's *SkyWritings* in-service publication.

"I've decided to stay in school for one more year to complete all the SHSM requirements," says Tristan. "I'm planning on completing either a major in Communications Studies, Public Relations, or Digital Photography. I don't plan to get a job in acting, but I feel the skills I'm learning in the SHSM program will help me in the future."

E.C. Drury School for the Deaf is the first school to offer the SHSM in Arts and Culture for Deaf teens. Students can choose to enter in one of three streams: Performing Arts, Studio and Stage Production, or Visual, Media, and Graphic Arts.



Learning Strategies

Over the past three months, the learning strategies class and I have been conducting a survey to see the effects of differentiated learning instruction. We have been trying to see which ways people (particularly students) learn best. The results are shocking.

We have discovered that 66 per cent to 80 per cent of students in Grades 9 to 12 at our school have struggled with learning through reading, writing, and listening. The survey also revealed that the arts (drama, music, and art) and engaging in physical activity are the ways that people learn best.

Nick Willis and I have been leading the class in this research project and have presented this material three times. The first was in Florence (near Chatham) for the New Teacher Induction Program. For this presentation, we brought the entire learning strategies class, and we spent the day talking with these teachers about how differentiated learning is helpful for students. Our next presentation was in Chatham, where we spoke with our school board's Student Success lead teachers, as well as the superintendent for Student Success. Nick and I presented our findings and answered questions. The final presentation was held at our school, Lambton Central Collegiate and Vocational Institute, for the administrators and teachers of the London Catholic District School Board. The entire learning strategies class helped with it. After presenting our findings, we answered questions. This presentation also involved a visit to a classroom in which differentiated instruction was being used.

We are still collecting information to make our survey more complete and to help us see the pattern for a better way to teach today's and future students. This experience has taught me that each student has a unique perspective and learns differently. I have also realized that I enjoy the research process and like to share my findings with other people.

Jesse Huizinga, Grade 12 student, Lambton Central Collegiate and Vocational Institute

Jessica Mailloux has known for many years that she wanted to be a force for positive change in the education of early learners. When Jessica came to Tilbury District High School in Grade 11, she "fell into" the co-op program as an optional course. It turned out to be a happy leap of faith.

The first of Jessica's three co-op placements was as an educational assistant in a Grade 3/4 split elementary class. She was hooked. Since then, Jessica has completed two additional co-op placements as an early childhood educator for Tilbury Tots Daycare at its satellite elementary school facilities. Under the supervision of her mentor and supervisor, Karen Reaume-Quenneville, Jessica has been making a difference for young learners in both the French and English programs.

In her final year of high school, Jessica was sure she wanted to attend college to become an early childhood educator, so she pursued her interest through the Ontario Youth Apprenticeship Program. She is currently enrolled in the Early Childhood Education Apprenticeship Program at St. Clair College, Thames Campus. Jessica enjoys the work/school split offered by this program and finds her college courses interesting. "Some of the topics covered are things you just wouldn't have considered on your own," she says. Jessica is "very happy with her career choice" and looks forward to a bright future of "continuing to make a difference for individual kids, especially if they have learning disabilities."

Karen notes that Jessica "is always trying to improve her skills on the job," and her hard work has been validated by the Ministry of Community and Social Services, which granted her early childhood educator equivalency status while she apprentices at Tilbury Tots. "She basically runs the afternoon program and is able to deal with problems readily when they arise," says Karen. "She is quite capable of coming up with solutions on her own." Karen adds that Jessica is "loved by both the kids and their parents."

After Jessica's second placement with the class, they presented her with a heartfelt keepsake – a handmade book of student, parent, and co-worker comments of appreciation for the time she spent with them. It also included children's handprints, pictures, and photographs.



I am a Grade 11 student at All Saints Catholic Secondary School. I am enrolled in the co-op program at my school and enjoying it very much. I am doing my placement at St. Luke the Evangelist Catholic School with Mrs. Shewchuk.

I have wanted to be a teacher since I was in Grade 2. My family believes that I would make a great teacher. I love children, so a profession working with them all day makes sense for me. My family's theory of what kind of teacher I would be was put to the test when I began my co-op program.

I hit it off really well with my supervisor, which makes things much easier. My supervisor has given me the opportunity to see all the aspects of teaching. Before, I thought teaching was just what I saw my teachers do at the front of the class, but I now realize that it is so much more. Mrs. Shewchuk is a very kind and extremely patient person. It is very easy to ask her any questions, and you always get the answer you are looking for.

When I was going into my co-op, I had a pretty good idea that teaching is what I want to do. I now know that teaching is definitely what I want to do for the rest of my life. I had the opportunity to teach many lessons that my supervisor had prepared for me, and to see what it is like to create my own lesson. When lesson planning was first brought to my attention, I thought it would be fairly simple, but it was quite difficult. It was a good experience and will stay with me forever.

I have enjoyed my co-op experience very much and cannot wait for the day to come when the classroom is mine and I am the teacher.

Katelyn Hathaway

Car Design

Kristie Singh is a Grade 11 student in the new Specialist High Skills Major in Transportation program at St. Joseph Secondary School in Mississauga. We are excited about the launch of the program because ours is the only school in the entire Greater Toronto Area offering this program, and we are very proud to have a female participant in the first cohort - the celebration is twofold!

The jobs of automotive service technicians and mechanics are changing extensively to adapt to increasingly sophisticated vehicle systems. Drew Hibrant, service manager of Meadowvale Ford, says that the inclusion of experiential learning through cooperative education programs such as this one is vital in the training and preparation for this challenging technology-based job. He is supportive of the program because students who show a willingness to learn will gain the practical experience that brings the classroom theory to life before they begin their apprenticeship.

Even though theory may not be extensive at this point in the students' educational life, the math and physics concepts become relevant early in their careers. The practical nature of the program entices the student to embrace the theory with an effectiveness that is rarely mirrored in the traditional classroom. Through experiential learning, students with an interest in automotive technology gain a greater appreciation for the importance of having knowledge in both electronics and mathematics.

It isn't always easy for a teenager to explain to parents the choices he or she has made on a career path, especially if that path does not follow family or gender traditions. Kristie's parents accepted her choice to take the Automotive Technology course in Grade 11 and to attend the Job Twinning day at Meadowvale Ford. Kristie's dad made it a point to call her all the way from Trinidad to share in this experience. In Kristie's opinion, the experience was interesting and exciting.

Kristie found the staff at Meadowvale Ford very receptive and they made her feel comfortable, allowing her to practise what she had already learned in class. Dexter D'Cunha is the cooperative education student with whom she was job twinning. He was an excellent role model for the afternoon and enriched her experience with explanations, feedback, and friendly conversation. Kristie says "the job twinning experience is worth it because it will prepare me for the full experience next year." She is hoping to retain a co-op position in this friendly environment.

Kristie has aspirations to be a car designer in the future, and the prospects for this career choice are fair. As women make up a large part of the consumer market, Kristie will have a lot to offer given her combined talent in art and technology. *Joie Lorenson, St. Joseph Secondary School*



SOWING THE SEEDS OF MY FUTURE



When I was young, life wasn't great. My parents divorced when I was 7, and my mom remarried when I was 8. Having my father leave and someone else join the family really messed me up. When I liked school, I wanted to be an early childhood educator or a child youth worker. As I grew up, school became difficult for me. I couldn't focus or do most of the work. My difficulties led me to skip classes, and I dropped out of school in Grade 10. At age 15, I was living on my own and looking for a job to support myself. Hardly earning enough to live on, I realized that school really was what I needed, but when I returned to school, I still couldn't focus or do the work. I was failing again! This year is my sixth year in high school, and for a while I couldn't stand it. Fortunately, I had the opportunity to take co-op and started working collaboratively with my co-op teacher and my alternative education teacher.

I researched over 10 landscaping companies in my area, and my co-op teacher phoned them all to arrange an interview. I visited a few and chose one - Landform Contracting. Every day I'm at different job sites learning about the trade of horticulture technician. I work mostly on the construction side - making garden beds, installing interlocking pavers, planting trees, shrubs, and flowers and so much more. My supervisor pays me \$8.75 an hour.

Throughout the nine weeks I have been in my placement, I have learned quite a lot about the art of landscaping and I'm inspired to learn more. I like that I can do work, not sit in class, and still be able to obtain credits. If it weren't for co-op, I probably would have dropped out again. I have done lots of things that I never imagined. One of our summative projects at school is the Career Showcase, and I decided to plant a spruce tree at my school to commemorate all the young workers who have died or been injured on the job. My placement employer donated the tree, and I arranged the project with our school principal and safely planted the tree. Many students, teachers, administrative staff, and parents, and school trustee Sharon Hobin, were present at the planting ceremony. It made me so proud. What an awesome way to boost my confidence!

I used to think that I would never be successful if I had to live up to other people's expectations of me, but co-op changed all that. I will do an apprenticeship as a horticulture technician with Landform Contracting after I graduate, and to me that means living my dreams and having gates to success finally open.

My advice for people about co-op is to try it if you feel you can't concentrate in a classroom and do work at school. A positive co-op experience will motivate you to finish high school and earn all your credits. You do need your high school diploma! I was lucky to get paid at my placement, but even working for free will allow you to gain more than you expected - a future job, an excellent résumé, new skills, new friends, and school credits. Never believe that because you can't seem to get your credits in the traditional way you will become a nobody. Co-op education is always open to you, and you will learn new things throughout your placement. Best of luck in your new co-op experience.

Kristie



AutoCAD

Every year for the past 10 years, as part of the Design, Construction, and Manufacturing program at Ecole catholique Georges-Vanier in Smooth Rock Falls, students design, manufacture, and construct a fishing shed. This type of project is in line with the expectations of the Technological Studies curriculum for Grade 11 and 12 students in the program.

Students have to use AutoCAD to design and draw all the components of the shed, and prepare a list of materials and estimate the costs of the project. It allows students to put into practice what they learn in their welding, sheet metal working, electricity, and construction application courses.

The project is very popular in the community. Every year, people wait expectantly for the shed and for tickets for the draw. This type of project highlights students' work and their community and school involvement.

Students in the program also have to apply their marketing knowledge in designing the tickets and posters, since the project is used to raise funds for many school activities, including trips by Grade 7 and Grade 8 students, girls and boys hockey teams, and especially the Tournee Coop-Techno.

In 2009, we are conducting this educational tour in the Toronto, Guelph, Stratford, Alliston, and Sudbury regions. It will include a visit to the CN Tower and the Rogers Centre, participation in a live recording of the television series *MuchOnDemand* at MuchMusic, a guided tour of the Ontario College of Art & Design, Guelph University and the manufacturing plant of Projoy Sportswear, a play in Stratford, a visit to the Honda plant in Alliston, and, to round it off, a visit to Laurentian University, Collège Boreal, and Cambrian College in Sudbury.

These tours expose students to a multitude of information on trades, various subject areas, including history, politics, art, technology, and education, and some institutions that offer programs in these areas.

As a teacher, I am proud of students who demonstrate their qualities as ambassadors for their school and community by participating in such tours.

Filip Brault, teacher, Technological Studies, and Head of the Cooperative Education Department



Marvin's Remix

Not everyone learns in a classroom setting. Just ask **Marvin Thomas**. Raised and schooled in a northeast Toronto neighbourhood that has seen its share of challenges, Marvin has never lost site of the fact that music is his passion. His evident desire to compose and study all genres of music led a counsellor to suggest that Marvin enrol in the Continuous In-take Co-op (CIC) Program at the Toronto Catholic District School Board. From that point on, the world became Marvin's classroom.

For the past two years, Marvin has been involved in the Re-Mix Project, a not-for-profit training institute for urban arts and the entertainment industry. Spending time in the studio whetted his appetite; Marvin now has a full-time co-op placement at Re-Mix, where he is earning CIC credits that will lead to his graduation in June 2009.

Teacher Laura Greto-Wilson knows first-hand that programs such as this are an invaluable learning tool. "Marvin loves his placement; he goes in early and stays later than his required time. As a CIC student, Marvin gets realistic exposure to the business he wishes to pursue, and this has reinforced his long-term goals. His experience has led to incredible opportunities, which include working with local and international artists, creating instrumental tracks, and cutting a demo CD. In November, Marvin will travel to Columbia as an integral team member of Re-Mix."

Derek Jancar, Re-Mix resource coordinator and co-op supervisor, says he has "been consistently impressed with Marvin's dedication and ability to connect with different youth across the city, while staying humble and always looking for new learning experiences." In Bogota, Marvin will appear on a music program to discuss his experiences with Re-Mix, share his success with launching his CD, and visit local programs assisting youth at risk in Columbia.

Marvin clearly demonstrates how learning goes far beyond the confines of a classroom.

A Priceless Experience

Simply put, co-op has been an amazing learning experience. It started off with a fast and comprehensive briefing on safety and workplace issues, and then I was off to my placement at Aloumac Custom Welding and Fabrication. At this placement, I have had an excellent opportunity to expand my skills in Mig welding processes. I have also learned other welding processes such as Tig welding, as well as many more specialized fabrication procedures and engineering and metallurgical theory.

What I have learned could never be learned in a classroom or a book. I now have valuable work experience and a few Canadian Welding Bureau certifications. I consider this experience to be priceless and a huge help to my career. I strongly recommend co-operative education to anyone with career aspirations.

Matthew Fedegoni, Rock Hansen Secondary School





(↑ Katrine Dagenais | ↑ Stéphanie Ménard)



Aesthetic care for the elderly

Stéphanie Ménard and Katrine Dagenais are enrolled in a personalized training program in aesthetics and cosmetology at the Académie des métiers of the Conseil scolaire de district catholique de l'Est ontarien. During a two-day period, these students applied their skills and brightened the lives of many residents at the St-Jacques Nursing Home in Embrun by giving them manicures. For Stéphanie and Katrine, the practical experience was enriching.

Since February, the two students have been taking a course twice a week at La Cité collégiale with the Académie des métiers and spend the other three weekdays working in an aesthetics internship in the community. The internship complements the training they receive at school. "I loved giving manicures and hand massages," says Stéphanie. "I also discovered what a senior citizens centre is."

Katrine adds, "It's different and pleasant. It's a new clientele that very much appreciates being spoiled."

The experience of these two École secondaire catholique Embrun students gave them practice as aestheticians. The beauty of this work experience is that residents of the centre had as much pleasure receiving the care as the interns had providing it. Everyone agrees that this experience was very rewarding and a great success for both students.

JOB SHADOWING

Everybody has a dream. My dream is to become a journalist. I am currently a Grade 10 student attending St. Robert Catholic High School in Thornhill. It is mandatory for every student in Grade 10 to take a course called Careers and Civics.

The Careers and Civics course teaches students how to set goals and how to make sure that their values are good. Goals and values are very important, because they affect every aspect of our lives. Another part of my Careers class is learning how to begin your career. Your goals, values, and dreams affect the career you will eventually choose.

As part of my class, I received an assignment to shadow a person who is in a career that I may someday want to consider. I chose to job shadow somebody at the *Richmond Hill Liberal* newspaper.

When I arrived at the office, I was very nervous because I had never met anyone there before. I very quickly lost all my fears, as everyone at the *Liberal* was very kind to me. I typed up handwritten letters to the editor and got a close-up look at how journalists such as editor Marney Beck and reporter Adam McLean do their jobs. I learned that reporters should always be very informed about the world around them.

I also noticed that the pressure to meet deadlines was very stressful, especially as the day I was there was the day after the federal election. This situation was perfect, because I always work best under pressure, and I love to write. I watched how pages were put together with headlines on top of the stories and how the copy fit around the advertisements.

This job shadowing has been an amazing experience for me. Learning what it is like to be in a workplace is really fun, especially writing a guest column for the *Liberal*. The experience is a truly rewarding one to all who will take the time to learn from it.

Meagan Pao

Explore Your Options

I certainly never would have guessed that I would end up working as a financial analyst for the Ministry of Training, Colleges and Universities at age 24! But I am fortunate to be where I am, and I have realized that the choices I made during my early years contributed significantly to the kind of life I want to live, both on a professional and personal level.

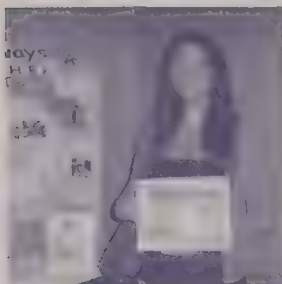
I was similar to most of my peers in high school, with a variety of interests but no idea what career choice I would ultimately make. I knew I had to make some very key decisions and that my free time away from my studies would be well spent volunteering in a range of activities that would improve my skills and help me learn more about my interests and abilities. I knew that by following this formula, I would build my confidence that my decisions would lead me in the right direction.

I don't think I have a specific mentor in mind, but I know that peers who were able to juggle multiple priorities successfully have always inspired me. People who not only succeeded in academics but also were part of sports teams and clubs, had part-time jobs, and volunteered their time impressed me. That was back when volunteering was an option and not part of the high school curriculum. I always looked up to these people, because I believe that engaging in diverse activities contributes to character development. I think that is what really inspired me to pursue all these avenues, because I knew that doing so would help develop my skills and open my eyes to skills that I did not even know I had!

My volunteer experiences during high school included math tutoring and mentoring through the Big Sisters organization. As a student at Wilfrid Laurier University, I continued to contribute to the community by managing student-run services – a peer helpline and legal counselling – as well as working on marketing plans and public relations for various business operations on campus. I ensured that I also spent my summers wisely and was fortunate to land jobs both abroad and in Canada.

I spent four months after my first year of university in London, England, doing administrative work at an employment services agency, the first experience that exposed me to corporate culture. I was also fortunate enough in my fourth year to participate in an exchange program through Laurier to the University of Western Sydney in Australia. While I was there, a marketing company hired me as a territory manager. In Toronto, after second and third year, I worked for a pension fund during my summers off school, and the company hired me after graduation. I worked in quality risk management as a systems specialist and performed user and regression system testing.

I am grateful for all the opportunities I've had thus far and see them all as key contributing factors that led me to pursue my current role. The best advice I can provide is to ensure that you diversify your extracurricular activities and volunteer work at an early age. Remember, this is a time to experiment, learn from others, make mistakes, and explore your options. These experiences will contribute not only to your skill development, but also to your professional interaction with others, and most importantly, your overall confidence in your long-term plans and decisions – a key success factor in happiness!



Pascale's OYAP

The School College Work Initiative (SCWI) and the Ontario Youth Apprenticeship Program (OYAP) at École secondaire Franco-Jeunesse in Sarnia have enabled **Pascale Cadotte** to start taking courses in early childhood education, an area in which she has always been interested. She has worked in a daycare centre during the summers and has been working in after-school programs since she was 14.

In Grade 11, Pascale enrolled in OYAP and did an internship in a daycare centre. During the next school year, she did a second OYAP internship at a special needs daycare. Wherever she worked, the children and her colleagues appreciated her for her great attitude and her interest in child development.

Pascale was not very interested in school and preferred working at the daycare centre to studying. She had difficulty understanding the relevance of her courses and did not always see the importance of secondary education. She knew, however, that she wanted to continue working with children.

For Pascale, a turning point in Grade 12 was being able to take courses at Collège Boréal that would give her two credits for her secondary school diploma, as well as four modules for her Level 1.

Thanks to the SCWI program and her OYAP internships, Pascale was able to pursue her goals and succeed in her studies. She topped her class with marks in the 90 per cent range for her courses at Collège Boréal.

Pascale continues to work with children and to pursue studies toward her qualifications. OYAP enabled her to diversify her experiences in her chosen area while obtaining secondary school credits. SCWI enabled her to take courses that were of interest to her and would enable her to obtain the qualifications required to become an early childhood educator.

Pascale's story shows the incalculable importance of OYAP and SCWI programs in students' success and development.

Monica Martin, cooperative education teacher and OYAP coordinator



The Job of My Life

Have you ever worked the dream job of your life at the age of 16? Every high school student certainly has the chance to do this through a co-op course. Some students, however, do not realize how important co-op education is for their future. Others seize this wonderful opportunity and learn much from it.

My co-op experience allowed me to see what a physiotherapist really does, from the most basic procedure, like making a hot pack, to something more complex, like working a patient's muscle. The experience also taught me that contributing to society by helping others gives me a feeling of great accomplishment. For me, there is no better job than one that improves another person's quality of life.

Co-op gave me a taste of the working world. Now I know what I have to do to get where I would like to be. I have an advantage over others because I have experience and know about the inner workings of a business. Most importantly, I learned to deal with all different types of people, such as staff and patients.

Co-op gave me the chance to make a well-informed decision about becoming a physiotherapist. I would strongly advise anyone to take co-op to see what their dream job is really like or just to explore various career choices. I can just see the billboard now, "M.C. Sports Injury and Medical Treatment Centre ... for the Professional Advantage."

Marcus Cian, Holy Names High School, Windsor

SCOTT'S DREAM

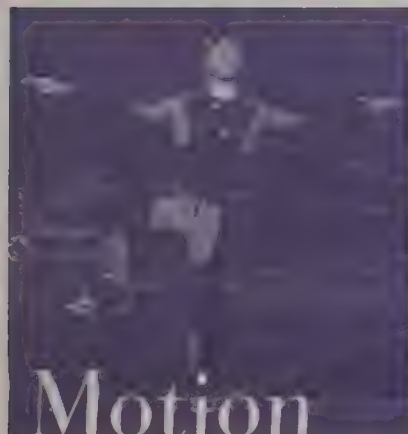
The halls of St. Lawrence College are filled with a diversity of students. Some are from local high schools, some are from other cities and countries, and some are raising families, working part-time and in the midst of changing careers. One such person is **Scott DeBellefemille**, who is currently a student in the Police Foundations program at the Cornwall Campus.

Scott always felt he was underachieving in life. After being laid off three times in five years, and with the support of his wife, he decided to follow his dream of becoming a police officer. With two boys in school and a wife teaching in Cornwall, St. Lawrence College was the natural choice. "I am really enjoying student life," says Scott. "My classmates have accepted me as one of them." The teachers have also had a profound effect on Scott's life at the college. "They have done a great job allowing me to fit in here and supporting me when it looked like I was going through a tough spot," he explains.

Returning to school when you have a family isn't always easy. "I can't do homework until my children go to bed," explains Scott. "I am up until 3 a.m. most nights doing homework and completing assignments. I work 30 hours a week as well." When you are determined to reach a particular goal, however, everything is possible. "My dream is to go around to schools and tell my story to kids. It's important to tell them never to give up on their dreams. If you chose the wrong path in life, it is never too late to change." Scott remembers with fondness the words of his dad: "It is okay to do some of the things you want to do until the time comes when you must do the things you were meant to do."

Scott's dream has become a reality in the making. He is learning the skills he will need from current members of the Cornwall Police Service. "It's a real asset to have teachers who are living what they are teaching," he states. "In addition, my classmates and I are making important contacts for the future." When he graduates, Scott says it would be a plus for him to work in this community. He isn't, however, going to close any doors. He is ready to move if that's what it takes. "Nothing is going to stop me," he says. "I will be a police officer somewhere by the end of 2009. That is my plan."

ONTARIO COLLEGES



Capture

On the big screen, it's hard to tell these days what's real and what's not

In the recent movie *Iron Man*, scenes of Robert Downey Jr. fighting villains in his armour suit look like the real thing. In fact, the actor's metal costume was created digitally and animated through motion-capture technology. It's the latest advancement in a filmmaker's quest to trick the eye, and it can be used in an entire movie, such as *The Polar Express* or *Beowulf*, or to bring a single character to life, such as Gollum in *Lord of the Rings*.

"Motion capture is billed by some as the future of digital animation," says Mark Jones, associate chair at Seneca School of Communication Arts. "It was first introduced in the gaming industry and has since expanded to film and television." Motion capture, also referred to as motion tracking or performance capture, is a way of recording an actor's movements and applying those movements to a digital character.

During a typical motion-capture session, a performer wears a body suit with white markers on it while specialized cameras and software record every position and angle of his or her body. Digital artists then use the data to create lifelike animation.

Seneca College animation students, such as Neil Davison (photo: left) and Anthony Smith (photo: right) learn the ins and outs of this revolutionary technology at the Animating Motion-Capture Capacity & Training (AMCaT) studio – a new Toronto-based motion-capture facility. Launched in partnership with the college's Animation Arts Centre, AMCaT will give Seneca students the opportunity to work on actual film and television projects.

"Some animation schools offer training in motion-capture technology, but not on this scale," Mark says. "This is the only fully independent motion-capture production facility in Ontario, and our students will have complete access to it."

Learn more on the AMCaT website, <http://mocap.senecac.on.ca>.



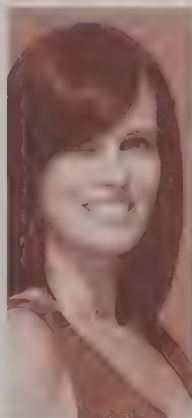
The next time you admire the eye-popping graphics on your game console, computer, or cell phone, think of **Yaosan Yeo**. This 24-year-old designs the tiny silicon wafers, commonly referred to as chips, that help breathe colourful life into these and many other electronic devices. It's all part of his job as an analog designer for AMD, one of the largest graphic chip makers in the world.

Yaosan learned the intricacies of chip design as a student in Seneca College's Applied Electronics Design program, a one-year Ontario College Graduate Certificate program that trains students in all aspects of electronics design. As part of their training, students complete a four-month co-op placement in which they gain real-world experience.

Yaosan completed his co-op at AMD, which led to an immediate job offer from the company. "Yaosan had all the skill sets we look for in our chip designers," says Martin Koolhaas, analog design engineer for AMD. "He is a very good problem solver and communicator, and technically strong."

Since joining AMD, Yaosan has worked on three different chip projects – none of which he can discuss, however, due to the competitive nature of the industry. His role as an analog designer is to physically draw what the graphic chip and all of its parts look like. "I love what I'm doing at AMD," Yaosan says. "With each project I work on, I hope to get more experience and work my way up to bigger opportunities in the future."

You can learn more by visiting the website for Seneca's Applied Electronics Design program at www.senecac.on.ca/fulltime/AED.html



Marketing

When **Linda Ferreira** decided to study marketing at Seneca College, she based her decision on one key factor: reputation. After spending three years earning her bachelor's degree in political science, the 25-year-old didn't want to waste any more time in a program that wasn't going to train her for a career.

Months of research and referrals led her to enrol at Seneca's School of Marketing and e-Business. It's a decision she has never regretted, and one that has translated into a blossoming e-marketing career at Sony Canada. "I never would have landed my job at Sony if it wasn't for my co-op and the training I received in the program," she says.

Linda started working for Sony in 2006 as a co-op student in the Business Administration – Marketing program. She worked as an assistant, providing marketing support on a number of the company's online initiatives. When her co-op ended in the summer, Sony quickly offered her a position as their new e-commerce marketing coordinator. Now she is responsible for marketing Sony's products online.

Linda learned all about e-commerce – the buying and selling of products and services online – through the Seneca program. "This is the place to be if you are looking for a marketing career," she says. "I now work for a great company, a great brand, and that was all made possible the day I enrolled at Seneca."

Learn more about Seneca's marketing programs at the School of Marketing and e-Business website,

www.senecac.on.ca/school/schoolofmktgandebusiness.html

Meg's a Paramedic

Meg Cashman has wanted to be a paramedic for as long as she can remember. She was working in a call centre, in a job she hated. One day, a customer chatted about being a paramedic and spoke enthusiastically about the really great things she liked about her job.

"I applied for college that night!" exclaims Meg

Today, Meg is a primary care paramedic for the Leeds Grenville Emergency Medical Services, covering the area between Kingston and Stormont, Dundas & Glengarry. "I always knew I wanted to work with people. I originally went to school to be a physiotherapist assistant," she explains. That career, however, did not provide the challenges and excitement Meg was looking for in a job. "Paramedic was one of those things in the back of my mind that I wished I could be, but I never thought I could do. Finally, I went for it!"

Meg is happy she did. She says that the transition from student to paramedic was relatively easy. "I learned as much as I could while I was a student, and that made my first few weeks on the job much easier." The four months of consolidation were key in helping her be well prepared. "It was great that my last semester of school was a time I could concentrate solely on my road experience and not have to worry about school assignments or tests," she continues.

Meg's list of enjoyable things about St. Lawrence College (Cornwall Campus) is endless. "The facilities are fantastic," she says, "full of everything I needed to practise my skills and to know all the equipment that I would be working with every day. Everything in the lab is exactly what services out there have, and not just the local service but others across the province as well!"

As for the faculty, Meg couldn't be more positive. "They are truly caring about everyone's success, and they work their hardest to help us all achieve our goal. They would literally do anything they can to do that!" she insists. "They really made us all understand what the job is all about."

Meg's overall experience at St. Lawrence College was everything she had hoped for. "The in-class theory gave me knowledge, the lab experience taught me the skills, and consolidation put it all together and built my confidence to do the job successfully."



Industrial Design

Ever been swimming at the beach while keeping one eye on your possessions onshore? Well, **Chad Stewart** has, and he decided to do something about it. In his final year of the four-year Industrial Design program at Humber College, he designed a "beach bunker," a theft-deterrent bag to hold personal possessions. That idea won him first place at the Rocket Show, a graduation competition sponsored by the Association of Chartered Industrial Designers of Ontario.

Fast-forward two years. Chad is putting his creative ideas to work as an industrial designer at Shape Products, designing everything from furniture to electronics. He conducts the research, envisions the concepts, and creates the designs.

Chad started to develop his creative and design skills in Humber's one-year Design Foundation program and then went on to the degree program. In his third year, he put his skills to work during his paid work placement at Shape Products. "I found the work term to be enormously useful because it gave me a realistic perspective on design," says Chad. Shape Products was so impressed with him that the company offered him the rare opportunity to work part-time for the rest of the school year. Right after finishing his studies, he accepted a full-time position at the company.

Chad is glad to have a degree that combines theory and practical, hands-on education, and he's been rewarded for all his hard work. "I have the best job. I have the opportunity to be creative every day and express myself in my work."

For more information on the program, visit Humber's Bachelor of Applied Technology – Industrial Design website at www.postsecondary.humber.ca/22031.htm



Katrina and Richard Win at Cannes

Each year, the best people in the filmmaking industry travel to the south of France to experience the Cannes International Film Festival. This year, the films of two graduates of Humber College's Film and Television Production program premiered at the festival and received industry recognition and awards.

Katrina Bolletta and **Richard Fung** graduated from Humber in 2008 and were recent recipients of awards for their work in the Cannes Student Filmmaking Program. Katrina won in the Best Documentary category for the film *Le Dernier Endroit*. She was the film's editor. Fellow graduate and cinematographer Richard won in the Three Distinguished Documentaries category for the film *My Universe*. Richard also won the Best Broadcast Video award for the Web video he created for the Short Film Corner at the Cannes festival.

Katrina and Richard were among 45 students selected from hundreds of applicants around the world to participate in this year's festival.

"It was an amazing experience," says Katrina. "To be able to work with team members from Mexico, Portugal, and the United States opened my mind to new ideas and experiences. And I had an advantage in Cannes. Humber's state-of-the-art equipment, innovative labs, and top-notch instructors gave me the skills that I needed."

Katrina, now an editor at Rogers TV, and Richard, a freelancer, are both working in the industry and plan to continue their filmmaking careers. For more information, see Humber College's Film and Television Production program website at www.postsecondary.humber.ca/04831



LINDSEY RECONSTRUCTS ABORIGINAL HISTORY

Lindsey Lickers, a fourth-year student in the Drawing & Painting program at the Ontario College of Art & Design (OCAD), was first attracted to OCAD because of the focus on studio-based learning. "I really wanted to dedicate as much of my time as possible to working in the studio," recalls Lindsey. "OCAD has a strong reputation for this. I was also very attracted to the urban setting and the way OCAD was woven right into the heart of the city."

An Upper Mohawk hailing from Six Nations of the Grand River, near Brantford, Lindsey is also the director of OCAD's Aboriginal Student Association. The association brings together Aboriginal students at OCAD to provide support and opportunities for networking among emerging artists and designers. The group hosts lectures and coordinates activities that encourage the sharing of Indigenous knowledge of all forms – traditional and contemporary – and welcomes all, Aboriginal and non-Aboriginal alike.

In preparing to apply to OCAD, Lindsey took advantage of National Portfolio Day, an event OCAD hosts each November, which brings together professionals from many of the most respected art and design schools in North America. The event attracts hundreds of participants seeking advice on strengthening their portfolios in anticipation of the university application process. "I took an extra year in high school to focus on building my portfolio to make a stronger application to OCAD." She also recalls visiting OCAD's Graduate Exhibition with her high school. Held annually in May, the exhibition presents thesis projects by the university's graduating class and attracts visitors from high schools across the province.

Now well into her thesis year at OCAD, Lindsey is creating a body of work that deconstructs First Nations histories, and reconstructs them through an Aboriginal lens. Her work blurs the boundaries between Aboriginal and non-Aboriginal art, and reconsiders traditional Indigenous crafts. Lindsey creates images that she tears apart and later reconstructs using collage and painting methods; she further enhances them by sewing with sinew and beads. Her goal is to present a new perspective of the Aboriginal experience.

Informing Lindsey's art practice is her work with the Association for Native Development in the Visual & Performing Arts (ANDVPA), where she is resource library coordinator and archivist, cataloguing the organization's 35-year-old collection of documents. "The resource centre should be open sometime next year for use by ANDVPA members and the public," says Lindsey. "Much of the research material for my thesis work comes from these archived documents dating back over 30 years."

What does the future hold for Lindsey? "I hope to pursue a master's degree," she says, "maybe at York University or the University of Toronto. I've enhanced my practical studio skills and look forward to an opportunity to continue to develop my research."



MOTION GRAPHICS

Steeped heavily in Toronto's indie music scene, **Philip Rae** is something of a Renaissance man, blending his well-developed sense of rhythm and timing with the motion-graphic design skills he learned at the Ontario College of Art & Design (OCAD). Since graduating from OCAD in the spring of 2008, Philip has forged a very successful career, both with Corus Entertainment, one of Canada's most successful integrated media and entertainment companies, and with Uomo Studio, an international design firm in which he is a partner.

During his thesis year in OCAD's Graphic Design program, Philip investigated how design can influence one's well-being. Tasked with the challenge of how to make graphic design serve and strengthen humanity – in accordance with the Faculty of Design's philosophical basis of "Design and Humanity" – Philip embarked on a journey of discovery that led him to develop "The Living Room," a concept for a hospital room of the future. His design fosters patient contentment and comfort, and expedites the recovery process for patients in medical care through the use of light, image, colour, air, and sound. Philip's work helped him win the medal in graphic design for top-performing student.

Now a designer at Corus, Philip works mainly in motion graphics for broadcast, creating promo pieces including "bugs," those small animated graphics in the corner of the TV screen, or "bottom thirds," which run along the base of the screen and promote upcoming broadcasts. His work can be seen on such networks as YTV, Viva TV, the W Network, CosmoTV, and Movie Central.

At Uomo, Philip creates music videos and designs for independent films. Most recently, he contributed to the videos for "Search," by Vancouver-based hip hop artist Moka Only, and "Heaven's Gates & Hell's Flames," by Scarborough duo The Carps. He also worked on the documentary film *The Eye of Egypt*, by Toronto-based Fantom Power Film. "Right now, I'm gaining valuable corporate experience at Corus, while continuing to work with the independent film and music community," says Philip. "It's allowing me to play both sides of the field."



Mandy's Semester in Germany

While **Mandy Ma** was touring a BMW automobile factory in Germany, she realized just how cool an international student exchange program could be. "We were there to observe how just-in time inventory control works. It made the case studies we had read in our textbooks come alive," she recalls with a smile.

Mandy travelled to Germany last fall as part of her International Business program at Centennial College. About a dozen Centennial business students each year choose to spend a semester at a partner European university to enrich their studies. "Business is becoming very globalized. I want to be prepared to work in all of it," Mandy says.

She attended classes at Reutlingen University, known for its European School of Business, in courses that were carefully selected to match her college curriculum. Classes are taught in English, with the exception of the German language course. At the age of 19, Mandy was one of the youngest exchange students to attend Reutlingen, where one-quarter of the student population is made up of international students.

"It was an awesome, eye-opening experience," she says. "It will benefit me if I decide to work overseas. With courses like international business law, the knowledge is transferable."

Because university in Germany starts in October, Mandy spent much of September getting oriented to German life, which included sampling Oktoberfest, the world-famous Bavarian beer festival. Mandy experienced different teaching styles that included building things and taking plenty of field trips. She was surprised to learn that in Germany university tuition costs the equivalent of \$700.

"Germany has few natural resources so [Germans] really stress higher education as a national strategy. They succeed in the global marketplace because of their knowledge and skills," observes Mandy. Beyond her studies in international business, Mandy had the opportunity to travel around Europe. "It's so cheap to go to France or else where!" She was invited out for dinner so many times that she didn't cook for the first month she was there.

Germans are so eager to enhance their English skills. They are all so friendly and outgoing when they meet international students." Mandy made plenty of friends among the other exchange students who had come to Reutlingen, including classmates from the United States, Russia, France, and Australia. She suggests Canadian exchange students should budget at least \$5,000 or \$6,000 for living expenses for four months in Europe.

Many students live in residence on campus; other students choose to rent a flat.

When she returned to Canada, Mandy's university grades were added to her Centennial transcript, and she got a full semester's credit toward her business diploma. Her European adventure even helped her land a co-op job at German manufacturer Siemens in Toronto. "My job interviewer really emphasized the importance of my exchange experience, which made me think it's a real selling feature on my resumé."

Mandy enthusiastically recommends the exchange program to other college students. "If you're going to study business, you're going to have to take some risks, and this is one that definitely pays off."

For more information, visit the International Business School website at www.centennialcollege.ca/business/. Centennial's student exchange program on the International Student Exchange.

www.centennialcollege.ca/business/StudentExchange

On the way to a career in music!

Life sometimes offers a wealth of surprises. It revealed another one to me last September. I needed to complete only one more course for my secondary education at École Georges-P-Vanier and opted to take a cooperative education course.

I asked Mr. Giroux, the cooperative education teacher, if I could do an internship in a hairdressing establishment. Knowing my passion for music, however, he persuaded me to do an internship in a recording studio. MJM Productions, instead. The studio has produced many well-known ads for clients such as Pizza Pizza, Osler, and the Royal Bank.

A first phone call to the studio brought bad news. The boss was no longer accepting interns, due to negative experiences in the past. Mr. Giroux persevered, though, and finally succeeded in getting me an interview, at which I was able to demonstrate my qualities. In no time, we received a call, and I started my internship the following week. I was able to do my work quickly and have time to learn directly in the sound studio with the engineers.

It was a fascinating experience. I was sometimes left alone in the studio during lunch hours, and I even recorded a client. There are so many details in radio ads or in visual images. All the studio personnel helped me with my university audition process. They provided me with programs to use in saving my compositions on the computer and helped me broaden my experience to beef up my curriculum vitae.

In September, I hope to enter the Integrative Music Studies program at Concordia University. I would like to thank everyone at MJM Productions who played a major role in helping me make this postsecondary education choice. I would also like to thank Mr. Giroux, without whom I would probably not have taken the right route. Thanks to this "surprise" internship, I know that I am headed in the right direction, one that will require many long nights of hard work, but always on the path toward my aspiration: a career in music.



LIFE-CHANGING EXPERIENCES

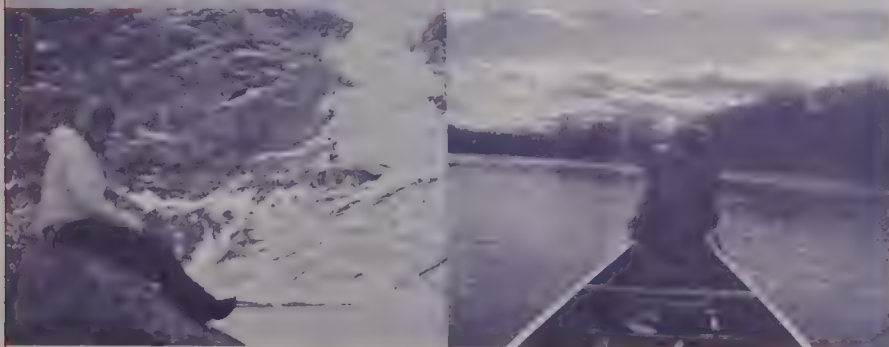
Ontario high schools currently provide a variety of career exploration and experiential learning opportunities for interested students. These enriching options include cooperative education, job shadowing, job twinning, and career orientation tours. Through them, thousands of students are getting a head start on developing valuable workplace skills.

Students at two Ottawa Catholic schools are involved in a fascinating approach to acquiring skills. This quest took students from St. Pius X High School to Pangnirtung, Nunavut; students from Jean Vanier Catholic Intermediate School (JVC) travelled to Cumberland House, Saskatchewan. St. Pius X students and their teacher experienced Inuit culture first-hand while living with their Inuit hosts at spring camp. This form of experiential learning involved performing new tasks, sharing reactions, and relating experiences to targeted life skills taught at school or work. JVC students and their teacher were immersed in the Métis culture of northern Saskatchewan and benefited greatly from their shared learning experiences. During this amazing cultural experience, students drew on their team-building and social skills. The exchange also gave students firm foundations – transferable job skills that are essential as the students enter today's workforce.

Both teachers believe in experiential learning. Their students had the opportunity to live a traditional Inuit or Métis approach to life. In addition to acquiring targeted skills, students grew in self-esteem, decision-making and communication skills, and the desire to participate in community engagement activities. In addition to visiting the northern communities, students from both schools played a significant role in the planning and delivery of very successful host weeks in Ottawa. Fundraising, research, and itinerary development enabled the students to apply their understandings of numerous curriculum expectations to real-world planning. In hosting their "twins," the Ottawa students took on responsibility and leadership roles, acting as teachers and motivators as they developed engaging activities that exercised workplace skills and facilitated friendships.

These life-changing experiences come without the usual prohibitive transportation costs. Transportation funding for approved exchanges is available through the YMCA Youth Exchanges Program. Check out this amazing opportunity at the Exchanges Canada website, www.exchanges.gc.ca.

Chuck Daly: St. Pius X High School, and *Clint Monaghan:* Jean Vanier Catholic Intermediate School, Ottawa Catholic School Board



A Way to Succeed

For many students, preparing for life after high school can be very stressful and quite frightening. The prospect of actually beginning your life and entering the "real world," especially college, raises many questions and worries.

I know this first-hand. I am just about to graduate and until recently had no idea what to do after high school. Thankfully, through my school's Student Success teacher, I was introduced to a mentoring program at Georgian College called Prospecting Success. This wonderful program gave 20 high school students the opportunity to see what college life has to offer.

On four successive Wednesdays, I was paired with a student from Georgian who was studying massage therapy, which is my area of interest. My mentor (who was absolutely amazing) and I had plenty of one-on-one time so that I could ask questions and learn more about the program I was interested in. The amazing part about being paired with a college student was that it made me comfortable. I didn't have to worry about asking a "dumb" question because the person knew how I felt.

During the program, I even had the opportunity to take part in a massage therapy class, which taught me some of the techniques used in this practice. I toured the college with my mentor and attended information sessions about what the college has to offer, as well as some of the requirements. I also learned about the extracurricular activities and cool information about the co-op programs, which might lead to a job!

This experience was so beneficial to me. I had my questions answered! Now I realize that I can make it through college. I also learned that there is always a way to succeed – people are willing to help you make it happen.

If you think there is no way you can go to college, I am telling you there is a way. There are people who can answer your questions. You can get more information from your Student Success teacher or guidance office. In the new world of education, there are plenty of experiences and really cool programs that can help you get a head start on life after high school.

My Prospecting Success experience built my confidence and made me realize that I can have anything I want if I ask the right questions and work hard. So my advice to kids who don't know where they're going is to keep your eyes open for opportunities around your high school.

I would like to thank the people who created this program. Because of you, I now know where I'm going. I will never forget this experience.
Rachel Robertson, Park Street Collegiate Institute, Orillia



Achieve Your Dream!

I'm a Grade 11 student at St. Augustine Catholic High School. I have made the honour roll for the last two years and taken part in numerous extracurricular activities, such as choir and Reach For The Top. I have also served on the student council and achieved all my community service hours by working with disabled children in physical education classes at Variety Village. I like to listen to loud music and play hockey.

I have cerebral palsy and I am a quadriplegic confined to a wheelchair. You may be wondering how a physically challenged student could make the honour roll without ever touching a pencil or play hockey without ever lacing up skates. The answer to that question is simple. First, through a combination of well-organized homework and study habits, support of an education assistant, and assistive technology, such as being able to talk to my computer, I am able to achieve high marks scholastically. Second, I participate in sled hockey – hockey on a sleigh.

My philosophy on life is simple. I believe that nothing should have the power to stop you from achieving your dream and that anybody can do anything they want to, as long as they put their mind to it. When people first meet me, they see a handicapped person on the outside, but they soon learn that on the inside I am an individual who is just as intelligent and vibrant as they are. I'm not afraid to think outside the box, and I do not follow the crowd. I believe that everyone has the right to be treated equally, that everybody should be free from judgement about their physical characteristics and should be viewed through the demonstration of their beliefs and moral convictions.

It is only by examining what is physically invisible that we can see who a person truly is. If we look beyond the physical characteristics of an individual, then we can understand what their position is on life and try to emulate some of their personal traits and characteristics. I hope that I am a good example for people of not judging someone without first getting to know that person.

Taylor McKinnon



Willing to Learn

Co-op for me was going to be very exciting. My teacher saw that I had potential, but I had to learn to show prospective employers that I would be a great asset. I went on a number of interviews and was beginning to feel rejected. Although they were great places to work, things weren't turning out for me.

My teacher explained a few things, such as how to dress and the appropriate language to use. She came with me to the last interview I had, at Kitcom Communications in Mississauga. She made me promise that I would dress appropriately and speak directly to the employer. My teacher had advised me to ignore her and speak to and make eye contact with the employer. I shook hands firmly with Shaun Bray at Kitcom and explained that I was very interested in entrepreneurship and marketing. I talked about the business courses I had taken in high school and how well I had done because I was very interested. I made sure that he knew that I was willing to learn as much as possible about the company, even if that meant working in the inventory room, in shipping, or in any other department. Things did turn out for me and I got the placement.

My first day was awesome! I got to meet many people, including the company's top salesman. Later in my placement, I shadowed him for a day. I also met the senior account manager who is another person at Kitcom I would like to emulate. As time went on, I learned the importance of being professional and was allowed to take on more and more responsibility. One day, my supervisor, Shaun Bray, allowed me to attend meetings and take notes. I asked many questions and was so impressed.

I like the idea of working in big business, and co-op gave me the opportunity to do so. I hope to study business at college after I graduate in June. Co-op has opened many doors and given me a world of experience that I will take with me wherever I go in the future.

Tejan Butler



Adult Education

I am a professional soccer player and coach, and currently I am an adult student in cooperative education at the Le Carrefour adult school in Ottawa.

I was lucky this year to enrol in the Workplace and Introduction to the Trades program at La Cité collégiale. The one-month internship introduced students to many trades, including masonry, wood framing, welding, and plumbing.

The first week, we visited the college workshops and had our first contact with the various trades. During the second week, I was impressed by the ease of constructing a masonry wall. The next two weeks were devoted to plumbing and wood framing.

I appreciated the practical workshops and the friendly competition that developed within the group. In wood framing, I produced a bookcase, to everyone's surprise. My teacher was impressed and asked me if I had experience in this field. I had never worked in wood framing or visited a workshop! We all learned that we could have hidden skills that we never knew we had.

The respect, fraternity, and solidarity that we enjoyed made a great impression on me. It was an unbelievable experience!

Urban Some

NURSING: A CAREER FOR LIFE



Registered Nurses
Association of Ontario

L'Association des
infirmières et infirmiers
autorisés de l'Ontario



↑
Mark Dinga
Erin Brine
Poonam Sharma

If you're looking for an exciting, diverse and challenging career, look no further than nursing. Collaborating with other health care professionals, registered nurses (RNs) improve the health of Ontarians through their work with individuals, families, and communities. RNs practise in hospitals, community health centres, long-term care facilities, and the home. They also teach, conduct research and participate in advocacy and political activities that can influence health care policy provincially and nationally.

RNs are among the most sought-after professionals and continually enjoy the highest public trust and respect of any group of health professionals. But don't take our word for it. Take a closer look at these RNs who are discovering what nursing is all about.

For more information, check out the Registered Nurses' Association of Ontario website at www.RNAO.org

Mark Dinga describes himself as "a nurse of all trades." That's because on any given day at Hamilton General Hospital, where he works on a busy trauma and general surgery ward, he helps treat a wide variety of injuries.

On the trauma side, Mark, 23, helps repair and dress wounds from head injuries and organ lacerations caused by car and motorcycle accidents, stabbings, shootings, and suicide attempts. On the general surgery side, he helps perform hernia repairs and removes bowel obstructions. You need "a variety of skills and you never know what you're getting into," he says.

It's this atmosphere of unpredictability that gets Mark excited about his career choice. "I like the idea of a job where you can be physically active but at the same time you have to use your intellect," he explains, adding that he enjoys working at a fast pace and under stress. He also loves the sense of responsibility that nursing brings. "From day one you're responsible for people; you're responsible for your profession."

Mark, who grew up in Grimsby, didn't always know he'd love nursing. In fact, he dismissed it

several times while trying to map out his future after high school. He remembers his mother suggesting nursing as a career, but he scoffed at the idea, falling back on the old stereotype that nursing is women's work.

As he considered more closely what he wanted for his future – to work with people, keep physically active, and remain academically challenged – he realized nursing would fit the bill and found himself applying for the collaborative program at Brock University and Loyalist College.

Nursing was also in sync with another important part of Mark's life – his deep Christian values. And although friends and family thought he would pursue a career in business, Mark felt that would be too self-serving. Above all, being a nurse meant he could "touch people's lives and make a difference day to day."

Erin Brine came to nursing purely by accident. The health sciences major at the University of Western Ontario needed an elective and took a philosophy course on death and dying to meet the requirements for her program. Little did she know that the course would awaken her innate need and desire to help people face their final moments of life. That philosophy course led to a course in palliative care – taught by a nurse and a social worker – that ultimately convinced Brine that nursing was the career for her.

It was a realization that surprised the 26-year-old, because she always resisted the urgings of her mother – also an RN – to join the profession. She knew that she liked health and biology but admits nursing was a little scary. She feared she might not be "ready for the responsibility. I had to mature a little bit, and then it hit me."

Erin now considers herself privileged to be present when her patients take their last breath. "I think death is one of the most important parts of life," she explains, adding how wonderful it feels "to be the one making sure ... that person and their family are comfortable, [the patient's] symptoms are controlled, they understand the process and what's going to happen."

Palliative care has also taught her how to live better. "You learn that life is precious and fragile. It sounds like a cliché, but it's really true for me."

Dealing with death on a daily basis can take its toll on some people, but for Erin the key is to concentrate on therapeutic, not personal, relationships. "I always have that in mind," she says, adding that anyone who is interested in end-of-life issues and is passionate about life should

consider palliative care as a career. It "gives you the opportunity to ... contribute so much to these people."

Poonam Sharma laughs at the idea that she's the oddball in her family. "All my brothers are MBAs or CMAs, and everybody is in business," she says. Nursing was something she considered at a young age, but personal choices led her down a different path, working with RNs rather than becoming one herself. It wasn't until a few years ago that she finally decided to pursue a degree and embark on the career she always wanted, and one she describes as ripe with possibilities. "It's amazing. I love it. I wish I had done it sooner," she says.

For 17 years, Poonam worked in the dental service at Toronto Rehab, a hospital, first as an assistant and then as an administrator. She collaborated daily with nurses and eventually realized that nursing "incorporates a little bit of everything." Nurses, she explains, are "such a key element in success for the patient."

Now in her second year of nursing at Humber College, Poonam doesn't regret for a moment her decision to shift gears and pursue her long-held dream. And she's a vocal supporter of anyone else who may be contemplating entering the profession. "Even if you only have a slight interest, don't limit yourself," she tells the high school students she meets as a nurse ambassador for the Registered Nurses' Association of Ontario. "Take your sciences. Take your business. Make sure you're well-rounded," she explains. "The one thing students need to understand," she adds, "is that nursing encompasses so many different roles, and you just have to find the area that you love – whether it's cardiology or diabetes or bedside care or health promotion."

Although Poonam has yet to choose a specialty or single focus for her career, her experience implementing policies and procedures at Toronto Rehab leads her to believe that administration is in her future. "It's something I think is really important, especially when ... something like SARS [occurs]," she says. "Policies and procedures are key in hospitals and clinics."

Career decisions are still a few years off for Poonam, and for now she's enjoying exploring the options. This year, she'll spend a month in England participating in a mental health/addictions placement. "That's the beauty of nursing," she says. "There's so much you can do."

ONTARIO'S WORLDSKILLS TEAM

SECTION 3 *where you can go*



On November 4, 2008, as part of Skilled Trades Awareness Week, Skills Canada–Ontario, Colleges Ontario, Ontario College Application Service, and CON*NECT Strategic Alliances (Colleges of Ontario Network for Education and Training) presented a “Skills at the Park” reception in Toronto at the Sutton Place Hotel. The reception was held in honour of the seven Ontario students who have earned prestigious memberships on Team Canada for the WorldSkills Competition in Calgary in 2009. The students were also introduced to the Ontario Legislative Assembly the same day. Here are some brief summaries about each team member, including age, hometown, competition, associated college, and achievement:

Andrew Marcolin

Age 22, from Wallaceburg
Mechatronics Team of 2 (with Jamie Feenstra)
St. Clair College of Applied Arts and Technology
Gold at Ontario Technological Skills Competition 2007 and 2008
Gold at Canadian Skills Competition 2007 and 2008

Jamie Feenstra

Age 21, from Wyoming
Mechatronics Team of 2 (with Andrew Marcolin)
St. Clair College of Applied Arts and Technology
Gold at Ontario Technological Skills Competition 2007 and 2008
Gold at Canadian Skills Competition 2007 and 2008

Scott Blair

Age 20, from Westport
Carpentry – Individual
Algonquin College of Applied Arts and Technology
Gold at Ontario Technological Skills Competition 2005 and 2008
Silver at Canadian Skills Competition 2005 (Secondary Level)
Bronze at Canadian Skills Competition 2008

Jud Tofflemire

Age 21, from Goderich
Electronics
Conestoga College Institute of Technology and Advanced Learning
Gold at Ontario Technological Skills Competition 2008
Bronze at Canadian Skills Competition 2008

Brian Martin

Age 21, from Guelph
Plumbing
Apprenticeship program, Conestoga College Institute of Technology and Advanced Learning
Gold at Ontario Technological Skills Competition 2008
Gold at Canadian Skills Competition 2008

Stacy Dubois

Age 21, from Kanata
IT Office Software Applications
Algonquin College of Applied Arts and Technology
Gold at Ontario Technological Skills Competition 2007 and 2008
Gold at Canadian Skills Competition 2007 and 2008

Dan Van Holst

Age 20, from Waterloo
Automotive Service Technician
Conestoga College Institute of Technology and Advanced Learning
Gold at Ontario Technological Skills Competition 2008
Silver at Canadian Skills Competition 2008

For more information, visit the Skills Canada–Ontario website at www.skillsontario.com

Future Elders

The Future Elders Program was set up last winter as a student support and mentorship program for First Nations students at Wallaceburg District Secondary School (WDSS). When the faculty advisors for the program met the students, the advisors quickly realized that the group of young people was special. The new Future Elders wanted to do more than just listen to guest speakers and talk about careers. They wanted to set up projects to share their culture with as many people as they could, and organize special fundraisers to help people in their community.

With the support and guidance of faculty advisors such as Muhnoomin Shognoosh and Suzette Jacobs, the Future Elders set up fundraisers selling corn soup and tacos at the high school. They helped the WDSS Harnet Jacobs Centre organize and run the WDSS Spring Pow Wow and played a vital role in putting together a special memorial address to honour Burton Jacobs, a recently deceased chief of Walpole Island First Nation. Assembly of First Nations National Chief Phil Fontaine delivered the address, and it helped raise awareness of the life and work of Chief Jacobs.

In June, the group spoke to a special delegation of the United Church of Canada about cultural diversity and First Nations youth. This year, the group has already helped organize a bottle-drive fundraiser in Remembrance Week for Walpole Island war veterans, spoken to a panel of Lambton Kent District School Board trustees and administrators about First Nations youth, helped run bingo games for the WDSS Booster Club, and served as volunteer DJs at the Walpole Island First Nation Radio Station. The Future Elders' major project for this year is a special ceremony in the spring to honour Walpole Island survivors of residential schools.

On November 19, the Future Elders were awarded the Chatham-Kent YMCA Peace Medallion Award for community service. The award recognizes the achievements of individuals or groups that have made a significant contribution to fostering a culture of peace in the Chatham-Kent community. The Future Elders Program is a model of effective youth mentorship, and it is training a group of First Nations high school students to be community activists and leaders in the future.



SUMMER COMPANY

Puddle of Fire Productions

Puddle of Fire Productions in Belleville operated last summer as a full-service, high-definition video production house, managing all aspects of productions from script to screen.

"At first, I planned to target small businesses for commercials," recalls **Victor Cooper**, Puddle of Fire's 25-year-old owner. But enlisting these clients proved to be a slow process that threatened to take the whole summer and then some. When he shifted his strategy to smaller projects such as weddings and anniversaries, his business gained momentum and he knew he'd made the right move.

Victor acquired invaluable skills through Summer Company. For example, through networking, he witnessed how talking to one person can result in referrals to many. He also discovered that, to build his client base, he needed to sell more than just a video. "Every production house has a camera and a laptop. I needed to sell a service and a relationship the client wouldn't find anywhere else."

After investing so much of himself in Puddle of Fire, Victor has decided it's a project he'll continue. "After Summer Company, I certainly see entrepreneurship as more than just a possible career choice."

The Summer Company program was provided in Victor's area by Enterprise Quinte.

Ab-Original Apparel and Custom Sewing

Ab-Original Apparel and Custom Sewing's 24-year-old owner **Deanne Morrison** set out last summer with plans to produce and sell fancy shawls for powwow dancing and to retail a line of apparel in Thunder Bay.

Deanne learned an important entrepreneurial lesson early on when a slow start to shawl sales and difficulties obtaining financing for clothing inventory caused her to rethink her strategy, with help from her local Small Business Enterprise Centre. "I began custom sewing in order to generate more revenue," she says. She also created her own line of humorous T-shirts that became "a hit at the powwows." Before long, business was booming. Deanne attended 10 powwows over the summer, sold over 90 T-shirts, and sewed 7 full regalia costumes.

Even the shawl side of the business took off in the end, with enough demand for Deanne to produce 80 shawls.

Deanne feels her first entrepreneurial summer was "a great stepping stone to my future. Now I know more for next summer." Her future goals include getting access to a vehicle so she can attend more events, and expanding the T-shirt business into a clothing line that highlights North America's Aboriginal peoples. She'll start the summer with enough inventory to ensure that supply keeps up with demand.

And in the more distant future? "I feel confident I will be following through on this for my career," says Deanne.

The Summer Company program was provided in Deanne's area by the Thunder Bay and District Entrepreneur Centre.

Local Food Peddlers

Nita Heeg, 23, got a chance to explore her abiding interest in environmentally friendly business practices through Summer Company when she implemented an idea for green distribution of local produce in Guelph. Just how do you distribute local produce in an environmentally friendly fashion? By bicycle, of course!

Toting around enough produce to make her trips profitable was a challenge that Nita solved with a lightweight, insulated bike trailer. Her next priority was finding customers, which she initially accomplished by advertising at farmers' markets. The market was ready for her – by her third week of operations, she'd surpassed her summer goal of finding 50 clients, proving that, given the choice, many people are more than willing to work with a business that operates in an ecologically sustainable way.

Throughout the summer, Nita learned a lot about marketing, which allowed her to build Local Food Peddlers through networking, relationship-building in the farming community, and publicity efforts so effective that they earned her local print articles and TV coverage, and an appearance on CTV's *Canada AM*. With success came an increased need to stay on top of chores such as bookkeeping, a task Nita describes as her biggest challenge.

Looking back, Nita says her experience was "amazing. We helped promote sustainability and eating locally. One customer even wrote a poem about how much they personally benefited from our business." Nita is looking forward to another great season of serving her community next summer through Local Food Peddlers.

The Summer Company program was provided in Nita's area by the Guelph-Wellington Business Enterprise Centre.

Steel Pan Summer School

For over four years, fine arts student **Joy Lapps**, 24, of Ajax, had been thinking about starting a business based on her love for steel pan. When she heard about Summer Company, she jumped at the chance to open a steel pan summer school for children. The grant, mentoring, and training she received through the program helped her make her idea a reality.

While writing her business plan, Joy realized that her start-up costs were considerable, particularly for purchasing steel pans for her students and renting space for her sessions, which she wanted to host in Toronto's Harbourfront area. Success would depend on good marketing. "One of the most difficult aspects was determining which methods were working and which ones I should discard along the way," she recalls. It turned out that networking, word of mouth from happy participants and parents, and media exposure provided the greatest benefit. Joy also discovered another advantage – her personable, enthusiastic style and her ease and pleasure in working with young children drew people to her business.

By summer's end, Joy had surpassed her sales and profit goals. She also achieved a secondary goal, when interest from the adults in her community was sufficient for her to offer a series of fall and winter workshops. One of the students turned out to be a staff person from the Small Business Enterprise Centre that provided the Summer Company program! "My summer company is a dream come true," says Joy.

The Summer Company program was provided in Joy's area by Business Advisory Centre Durham.



← Victor Cooper | Deanne Morrison | Nita Heeg | Joy Lapps

SECTION A

how you can get there



Jacqueline's Determination

Every fall, the Independent Learning Centre (ILC) holds its annual graduation and awards ceremony. Graduates arrive from across the province to walk proudly across the stage and receive their Ontario Secondary School Diploma. The histories of these adult learners may be vastly different, but these people all have one thing in common: they have earned their high school diploma on their terms, through distance education.

When **Jacqueline Montmarquette** left high school 26 years ago, she never dreamed that one day she would be speaking at her own graduation ceremony. On November 8, 2008, she told a room full of fellow graduates and proud friends and family about her journey.

"First of all, I'm proud to say I did it!" she exclaims. When Jacqueline first started taking high school courses with the ILC, she was nervous. She had tried various forms of adult education in the past and had never succeeded. She hoped that the flexibility of the ILC model and her determination to show her son the importance of education would work this time.

The subway became her classroom. She reviewed lessons on her lunch hour, and after a long day of work and caring for her mother and son, Jacqueline worked on her assignments. At times juggling her home life, school, and work was almost impossible for her.

During her 18 months of studies with the ILC, Jacqueline faced many setbacks. Her family was going through troubling times, and for a short while she thought she would be forced to close the books forever.

It was the feedback from the ILC's associate teachers that kept her going. They made her want to learn more and became her personal support group. "They told me they liked what I had handed in, and that I was doing a good job, and the marks were pretty good also. Hearing that made my decision pretty easy. I had to continue my studies," explains Jacqueline.

After a year and a half, Jacqueline wrote her last exam. "Four days later I received a call from Anna, one of the teachers, who told me that I had passed the exam. Those words made me feel like I had won the lottery."

Earning her diploma has helped Jacqueline move forward in her career. She is getting ready to continue her studies in property management and hopes to one day own her own company.

The ILC offers distance education tailored to suit the needs of individuals. It can provide all learners with the tools and credentials they need to empower themselves and improve their future.



INDEPENDENT LEARNING CENTRE
CENTRE D'ÉTUDES INDÉPENDANTES



Business and Public Administration

Occupations in business and public administration can range from court officers and property administrators to insurance claims adjusters and managers in a wide range of businesses and in government. This category also includes the following professions: Purchasing managers > Publicity and information officers > Accountants and auditors > Record keepers > Human resources managers > Insurance brokers and agents > Claims adjusters > Accident investigators > Real estate agents and brokers

JOBS THAT LOOK PROMISING

Financial managers > Computer and information systems managers > Software engineers > Insurance adjusters and claims examiners > User support technicians > Administrative officers > Customer service, information, and related clerks
Over the next few years, the outlook for work in these careers is good, but new entrants will need higher levels of formal education and a lot more familiarity with computers than in the past.

WHERE CAN I FIND OUT MORE?

- > Canadian Institute of Bookkeeping / www.cibcib.com
- > Canadian Management Centre / www.cmctraining.org
- > Certified General Accountants of Ontario / www.cga-ontario.org
- > Certified Management Accountants of Canada / www.cma-canada.org
- > Chartered Accountants of Canada / www.cica.ca
- > Chartered Accountants of Ontario / www.cao-ontario.org
- > Insurance Bureau of Canada / www.ibc.ca
- > Logistics Institute / www.logisticsinstitute.ca
- > Office Workers Career Centre / www.officeworkers.org
- > Purchasing Management Association of Canada / www.pmac.ca

Trades, Technology, and Construction

Career opportunities are expected to be promising in the skilled trades. Shortages in many skilled trades have been predicted due to a combination of economic growth and worker retirement.

- > Construction managers plan, organize, direct, and evaluate the activities of a construction company or a construction department within a company, under the direction of a senior manager
- > Manufacturing managers plan, organize, direct, and evaluate the operations of a manufacturing company or a production department within a manufacturing company, under the direction of a senior manager
- > Refrigeration and air-conditioning mechanics install, maintain, and repair residential, commercial, and industrial refrigeration and air-conditioning systems and combined heating and cooling systems
- > Automotive service technicians and truck mechanics inspect, repair, and service mechanical, electrical, and electronic systems and components of cars, buses, and trucks
- > Electricians lay out, assemble, install, test, troubleshoot, and repair electrical wiring, fixtures, control devices, and related equipment in buildings and other structures.

- > Plumbers install, repair, and maintain pipes, fixtures, and other plumbing equipment used for water distribution and wastewater disposal in residential, commercial, and industrial buildings.
- > Construction millwrights and industrial mechanics install, maintain, and repair stationary industrial machinery and mechanical equipment.
- > Truck drivers operate heavy trucks to transport goods and materials over urban, interurban, provincial, and international routes

WHERE CAN I FIND OUT MORE?

- > Automotive Industries Association of Canada / www.aiacanada.com
- > Automotive Parts Manufacturers' Association / www.apma.ca
- > Canadian Apprenticeship Forum / www.caf-fca.org
- > Canadian Automotive Repair and Service Council / www.cars-council.ca
- > Careers in Construction / www.careersinconstruction.ca
- > Ontario Construction Secretariat / www.iciconstruction.com
- > Ontario Trucking Association / www.ontruck.org
- > Skills Canada (promotes trade/technical careers) / www.skillscanada.com

Sales and Service

Sales and service industries require a mix of people with a diverse range of skills. Career areas in Canada's sales and service sector include the following:

Purchasing agents and officers > Hairstylists > Retail trade managers > Technical sales specialists, wholesale trade > Retail salespersons > Chefs > Sales, marketing, and advertising managers > Restaurant and food service managers

JOBS THAT LOOK PROMISING

- > Purchasing agents and officers purchase general and specialized equipment, materials, and business services for use or for further processing by their companies.
- > Hairstylists cut and style hair and perform related services.
- > Retail trade managers plan, organize, direct, and evaluate the operations of businesses that sell merchandise or services directly to customers. They work in large and small retail stores. Some are also self-employed store owners or franchise operators.
- > Technical sales specialists, wholesale trade sell a range of technical goods and services such as scientific and industrial products, telecommunications services, and computer services to governments and domestic and international commercial and industrial companies.
- > Retail salespersons sell, rent, or lease a range of technical and non-technical goods and services directly to consumers.
- > Chefs plan and direct food preparation and cooking activities, as well as prepare and cook meals and specialty foods.
- > Sales, marketing, and advertising managers plan, organize, direct, and evaluate the activities of companies and departments involved in commercial, industrial, and wholesale sales, marketing, advertising, and public relations
- > Restaurant and food service managers plan, organize, direct, and evaluate the operations of restaurants, bars, cafeterias and other food and beverage services

WHERE CAN I FIND OUT MORE?

- > Canadian Apparel Federation / www.apparel.ca
- > Canadian Association of Importers and Exporters / www.importers.ca
- > Canadian Culinary Federation / www.cccfc.ca
- > Canadian Restaurant and Foodservices Association / www.crfca.ca
- > Retail Council of Canada / www.retailcouncil.org

As our population grows older, we will require more frequent and more specialized medical care. Older individuals will also want to maintain connections with careers and family for as long as possible. Therefore, expect to see continued growth in fields that cater to their needs.

JOBS THAT LOOK PROMISING

- > Dental assistants help dentists during the examination and treatment of patients and perform clerical functions.
- > Optometrists examine eyes, prescribe and fit glasses and contact lenses, and recommend treatments to correct vision problems or ocular disorders.
- > Ambulance attendants and other paramedical workers administer pre-hospital emergency medical care to patients and transport them to hospitals or other medical facilities for further medical care.
- > Medical radiation technologists operate radiographic equipment and other diagnostic tools to produce images of the body for the diagnosis of injury and disease, and operate radiation therapy equipment to administer radiation for the treatment of disease.
- > Pharmacists working in retail and hospital settings dispense prescription drugs and provide consultative services to clients and health-care providers. Industrial pharmacists participate in the research, development, and manufacturing of pharmaceutical products.
- > Registered nurses provide nursing care to patients, deliver health education programs, and provide consultative services regarding issues relevant to the practice of nursing.
- > General and family physicians diagnose and treat the diseases, physiological disorders, and injuries of patients.
- > Physiotherapists assess patients and plan and carry out individually designed treatment plans to maintain, improve, or restore physical functioning, alleviate pain, and prevent dysfunction in patients.

WHERE CAN I FIND OUT MORE?

- > Canadian Council of Technicians and Technologists / www.cctt.ca
- > Canadian Dental Association / www.cda-adc.ca
- > Canadian Institute for Health Information / www.cihi.ca
- > Canadian Medical Association / www.cma.ca
- > Canadian Nurses Association / www.cna-nurses.ca
- > Ontario Dental Hygienists' Association / www.odha.on.ca
- > Registered Nurses' Association of Ontario / www.rnao.org

Education ... with a pricetag

As you enter the next stage of education after secondary school, you soon realize that it has an "admission fee." There are four possible postsecondary routes, two of which require significant expenses: college and university. In the other two routes, you are actually paid to learn. In the case of trade apprenticeships, the employer and the government both contribute financially. In the Armed Forces, the federal government pays for your education in return for a number of years of service.

In your Grade 10 Career Studies course, you examine these education costs. It is important that you factor in all the costs, not just the tuition cost. These are some of the other costs:

Textbooks and supplies	Depending on the program, these costs could amount to several hundred dollars annually.
Accommodation	First-year students usually live on campus. If you are considering living off campus after first year, start early to look for other students with whom to share accommodation.
Food	Food is usually included in on-campus packages. Negotiate with your family for "care packages" of food items whenever you visit home.
Laundry	All those washers and dryers in residence are coin operated. You might prefer to take your clothes home to launder them, which involves travel.
Travel	Factor in the cost of visits home.
Socializing	Networking with your classmates and friends is also important, but it comes with a price tag.

There are many sources of money, the major one being the Ontario Student Assistance Program (OSAP), which the government supports. Find out about it at the OSAP website, <http://osap.gov.on.ca>. Remember, though, that money from OSAP is a loan, which you will have to start to repay as soon as you have completed your education. That will also be a time when you will have many other expenses, such as accommodation, clothes, and transportation.

Bursaries and scholarships are other sources of financial help. The Ontario School Counsellors' Association website, www.osca.ca, has an extensive list of such sources. Look for the "Scholarships and Financial Assistance" page in the "Students" pull-down menu. This contains almost 100 links to sources and research sites.

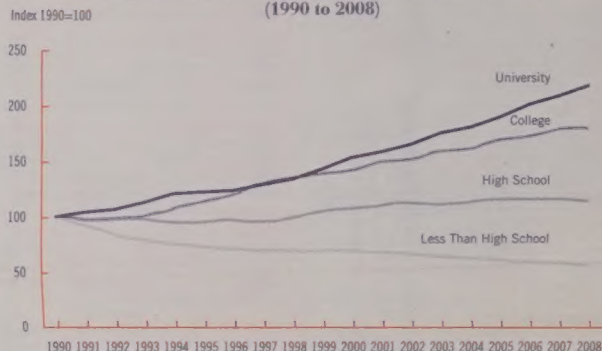
Remember that your postsecondary path is an investment in your future, in terms of both time and money. Invest wisely!

Marc Verhoeve, Executive Director, Ontario School Counsellors' Association

EDUCATION + SKILLS = SUCCESS

Employers are increasingly demanding workers with higher levels of skill and education. Between 1990 and 2008, employment of individuals with university education in Ontario more than doubled. Employment for college graduates continues to increase. Employment growth among those with high school education increased only marginally, while employment among those with incomplete high school education declined.

Employment Growth by Level of Education in Ontario (1990 to 2008)



Source: Statistics Canada, Labour Force Survey.
* Year to date (October) estimate for 2008.

EMPLOYMENT ONTARIO

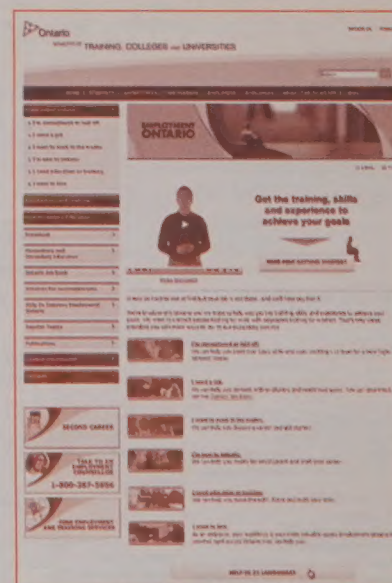
WWW.ONTARIO.CA/EMPLOYMENTONTARIO

The Employment Ontario website directs students who are looking for summer jobs and people looking for employment or who want to start their own business or become apprentices to the information they need to help make their search a success.

The website features a database that provides information about local service delivery partners, so you can find out what resources are available in your own neighbourhood. It also provides detailed program descriptions – not only in English and French, but also in 23 other languages, including Aboriginal languages.

Here's a hint on how to use the website to gain an edge when you look for a job: check out the section for employers, and when you go for an interview, bring along information about wage incentives for employers that may encourage a business to hire you!

If you have a question about a program, call the Employment Ontario hotline at 1-800-387-5656, or 416-326-5656 in Toronto.



COLLEGES

www.ontariocolleges.ca

For information on admission requirements, programs, fees, and residences, contact:

Algonquin College of Applied Arts and Technology
1385 Woodroffe Ave.
Ottawa, Ontario K2G 1V8
admissions 613-727-0002
registrar 613-727-4723, ext. 5021
toll free 1-800-565-4723
www.algonquincollege.com

Cambrion College of Applied Arts and Technology
1400 Barrydowne Rd.
Sudbury, Ontario P3A 3V8
phone 705-566-8101
registrar 705-566-8101, ext. 5123
toll free 1-800-461-7145
www.cambrioncollege.ca

Canadore College of Applied Arts and Technology
100 College Dr., PO Box 5001
North Bay, Ontario P1B 8N9
phone 705-474-7600
registrar 705-474-7600, ext. 5123
www.canadore.on.ca

Centennial College of Applied Arts and Technology
PO Box 631, Station A
Scarborough, Ontario M1K 5E9
phone 416-289-5000
toll free 1-800-268-4419
www.centennialcollege.ca

Collège Boréal
21, boulevard LaSalle
Sudbury, Ontario P3A 6B1
phone 705-560-6673
toll free 1-800-361-6673
www.boreal.on.ca

Conestoga College Institute of Technology and Advanced Learning
299 Doon Valley Dr.
Kitchener, Ontario N2G 4M4
phone 519-748-5220
www.conestogac.on.ca

Confederation College of Applied Arts and Technology
1450 Nakina Dr., PO Box 398, Station F
Thunder Bay, Ontario P7C 4W1
phone 807-475-6110
toll free (Ontario, Manitoba) 1-800-465-5493
www.confederationcollege.ca

Durham College of Applied Arts and Technology
PO Box 385, 2000 Simcoe St. N.
Oshawa, Ontario L1W 7K4
phone 905-721-2000
toll free 1-800-461-3260
www.durhamcollege.ca

Fanshawe College of Applied Arts and Technology
PO Box 7005, 1001 Fanshawe College Blvd.
London, Ontario N6Y 5R6
phone 519-452-4100
www.fanshawec.on.ca

George Brown College of Applied Arts and Technology
PO Box 1015, Station B
Toronto, Ontario M5T 2T9
phone 416-415-2000
toll free 1-800-265-2002
www.georgebrown.ca

Georgian College of Applied Arts and Technology
1 Georgian Dr.
Barrie, Ontario L4M 3X9
phone 705-728-1951
www.georgianc.on.ca

Humber College Institute of Technology and Advanced Learning
205 Humber College Blvd.
Toronto, Ontario M9W 5L7
phone 416-675-6622
www.humberc.on.ca

La Cité collégiale
801, promenade de l'Aviation
Ottawa, Ontario K1K 4R3
phone 613-742-2483
toll free 1-800-267-2483
www.lacitec.on.ca

Lambton College of Applied Arts and Technology
1457 London Rd.
Sarnia, Ontario N7S 6K4
phone 519-542-7751
www.lambtonc.on.ca

Loyalist College of Applied Arts and Technology
PO Box 4200, 376 Wallbridge/Loyalist Rd.
Belleville, Ontario K8N 5B9
phone 613-969-1913
www.loyalistc.on.ca

Mohawk College of Applied Arts and Technology
Fennell Ave. and West 5th St., PO Box 2034
Hamilton, Ontario L8N 3T2
phone 905-575-1212
www.mohawkcollege.ca

Niagara College of Applied Arts and Technology
300 Woodlawn Rd.
Welland, Ontario L3C 7L3
phone 905-735-2211
admissions ext. 7619
www.niagarac.on.ca

Northern College of Applied Arts and Technology
4715 Highway 101 E., PO Box 3211
Timmins, Ontario P4N 8R6
phone 705-235-3211
www.northernc.on.ca

St. Clair College of Applied Arts and Technology
2000 Talbot Rd. W.
Windsor, Ontario N9A 6S4
phone 519-966-1656
admissions 519-972-2759
www.stclaircollege.ca

St. Lawrence College of Applied Arts and Technology
100 Portsmouth Ave.
Kingston, Ontario K7L 5A6
phone 613-544-5400
www.sl.on.ca

Sault College of Applied Arts and Technology
PO Box 60, 443 Northern Ave.
Sault Ste. Marie, Ontario P6A 5L3
phone 705-759-6774
toll free 1-800-461-2260
www.saultc.on.ca

Seneca College of Applied Arts and Technology
1750 Finch Ave. E.
Toronto, Ontario M2J 2X5
phone 416-491-5050
www.senecac.on.ca

Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Rd.
Oakville, Ontario L6H 2L1
phone 905-845-9430
www.sheridainstitute.ca

Sir Sandford Fleming College of Applied Arts and Technology
599 Brealley Dr.
Peterborough, Ontario K9J 7B1
phone 705-749-5530
www.flemingc.on.ca

UNIVERSITIES AND OCAD

www.uuac.on.ca

For information on admission requirements, programs, fees, and residences, contact:

Brock University
500 Glenridge Ave.
St. Catharines, Ontario L2S 3A1
phone 905-688-5550
www.brocku.ca

Carleton University
1125 Colonel By Dr.
Ottawa, Ontario K1S 5B6
phone 613-520-3663
toll free (Ontario, Quebec) 1-888-354-4414
www.carleton.ca

Lakehead University
955 Oliver Rd.
Thunder Bay, Ontario P7B 5E1
phone 807-343-8110
toll free (Ontario, Manitoba, Saskatchewan) 1-800-465-3959
www.lakeheadu.ca

Laurentian University
935 Ramsey Lake Rd., 11th Floor
Sudbury, Ontario P3E 2C6
phone 705-675-1151
toll free 1-800-461-4030
www.laurentian.ca

McMaster University
1280 Main St. W.
Hamilton, Ontario L8S 4L8
phone 905-525-9140
www.mcmaster.ca

Nipissing University
PO Box 5002, 100 College Dr.
North Bay, Ontario P1B 8L7
phone 705-474-3461
www.nipissingu.ca

Ontario College of Art & Design (OCAD)
100 McCaul St.
Toronto, Ontario M5T 1W1
phone 416-977-6000
toll free 1-800-382-6516
www.ocad.ca

Queen's University
99 University Ave.
Kingston, Ontario K7L 3N6
phone 613-533-2000
www.queensu.ca

Royal Military College of Canada
PO Box 17000, Stn. Forces
Kingston, Ontario K7K 7B4
phone 613-541-6000
toll free 1-866-762-2672
www.rmc.ca

Ryerson University
350 Victoria St.
Toronto, Ontario M5B 2K3
phone 416-979-5000
www.ryerson.ca

Trent University
1600 West Bank Dr.
Peterborough, Ontario K9J 7B8
phone 705-748-1011
toll free 1-888-739-8885
www.trentu.ca

University of Guelph
50 Stone Road E.
Guelph, Ontario N1G 2W1
phone 519-824-4120
www.uoguelph.ca

University of Ontario Institute of Technology
PO Box 385, 2000 Simcoe St. N.
Oshawa, Ontario L1H 7L7
phone 905-721-8668
www.uoit.ca

University of Ottawa
550 Cumberland St.
Ottawa, Ontario K1N 6N5
phone 613-562-5700
toll free 1-877-868-8292
www.uottawa.ca

University of Toronto
St. George Campus
27 King's College Circle
Toronto, Ontario M5S 1A1
phone 416-978-2011
www.utoronto.ca

Mississauga Campus
3359 Mississauga Rd. N.
Mississauga, Ontario L5L 1G6
www.utm.utoronto.ca
Scarborough Campus
1265 Military Trail
Toronto, Ontario M1C 1A4
www.utsu.utoronto.ca

University of Waterloo
200 University Ave. W.
Waterloo, Ontario N2L 3G1
phone 519-888-4567
www.uwaterloo.ca

University of Western Ontario
1151 Richmond St.
London, Ontario N6A 5B8
phone 519-661-2111
www.uwo.ca

University of Windsor
401 Sunset Ave.
Windsor, Ontario N9B 3P4
phone 519-253-3000
toll free (Ontario, Quebec) 1-800-864-2860
www.uwindsor.ca

Wilfrid Laurier University
75 University Ave. W.
Waterloo, Ontario N2L 3C5
phone 519-884-0710
www.wlu.ca

York University
4700 Keele St.
Toronto, Ontario M3J 1P3
phone 416-736-2100
www.yorku.ca

DISTANCE EDUCATION AND ONLINE LEARNING

Contact North/Contact Nord: Distance Education and Training Network
If there is no listing for Contact North/Contact Nord in your local telephone book, call 1-877-999-9149, go to www.contactnorth.ca, or contact one of the two regional coordinating centres:

Northwest Headquarters
1139 Alby Dr., Suite 104
Thunder Bay, Ontario P7B 6M8
phone 807-344-1616
fax 807-344-2390

Northwest Headquarters
410 Falconbridge Rd., Unit 1
Sudbury, Ontario P3A 4S4
phone 705-560-2710
fax 705-525-0136

elearnnetwork.ca/reseaulearning.ca – a distance education and training network in eastern and southern Ontario
toll free 1-866-601-1501
www.elearnnetwork.ca

Kincardine
385 A Queen St.
Kincardine, Ontario N2Z 2R4
Kincardine@elearnnetwork.ca
phone 519-396-5212

Chatham-Kent
920 Elgin St., Room 281
Wallaceburg, Ontario N8A 3E1
Wallaceburg@elearnnetwork.ca
phone 519-628-5949

Hastings
129 Elgin St., Room 141, PO Box 520
Madoc, Ontario K0K 2K0
Madoc@elearnnetwork.ca
phone 613-473-4788

Orleans
3013 St. Joseph Blvd.
Ottawa, Ontario K1E 1E1
Orleans@elearnnetwork.ca
phone 613-590-0542

Prescott-Russell
765 Cameron St., Room 211
Hawkesbury, Ontario K6A 3M9
Hawkesbury@elearnnetwork.ca
phone 613-636-0450

OntarioLearn.com – a consortium of 22 English colleges of applied arts and technology offering online courses and programs
www.ontariolearn.com

REGISTERED PRIVATE CAREER COLLEGES

For information about registered private career colleges, visit:
www.serviceontario.ca/pcc
Or contact:

Superintendent of Private Career Colleges
Ministry of Training, Colleges and Universities
900 Bay St., 9th Floor, Mowat Block
Toronto, Ontario M7A 1L2
phone 416-314-0500
fax 416-314-0499
toll free 1-866-330-3395
www.edu.gov.on.ca/eng/general/private.html

ABORIGINAL POSTSECONDARY INSTITUTIONS

Anishinabek Educational Institute
311 Jubilee Rd., RR1
Muncy-Delaware First Nation
Muncy, Ontario N0L 1Y0
phone 519-289-0777
fax 519-289-0379
www.anishinabek.ca

First Nations Technical Institute
3 Old York Rd., RR1
Deseronto, Ontario K0K 1X0
phone 613-396-2122
fax 613-396-2761
www.fnti.net

Iohahi-Io Akwesasne Adult Education
PO Box 579
Cornwall, Ontario K6H 5T3
phone 613-575-2754
fax 613-575-1478
www.akwesasne.ca

Kenjegin Teg Educational Institute
PO Box 328
M'Chigeng First Nation
Ontario P0P 1G0
phone 705-377-4342
fax 705-377-4379
www.ktei.net

Ogweheweh Skills and Trades Training Centre
16 Sunrise Court, PO Box 69
Oshweken, Ontario N0A 1M0
phone 519-445-2222
fax 519-445-4777
www.osttc.ca

Oshki-Pimache-0-Win Education and Training Institute
106 Centennial Square, 3rd Floor
Thunder Bay, Ontario P7E 1H3
phone 807-626-1880
fax 807-622-1818
www.oshki.ca

Seven Generations Education Institute
1455 Idylwild Dr., PO Box 297
Fort Frances, Ontario P9A 3M6
phone 807-274-2796
fax 807-274-8761
www.7generations.org

Shingwauk Kinomaage Gamig
7 Shingwauk St.
Garden River First Nation
Ontario P6A 6Z8
phone 705-942-5069
fax 705-942-3947
toll free 1-866-600-6642
www.shingwauk.com

Six Nations Polytechnic
PO Box 700
Oshweken, Ontario N0A 1M0
phone 519-445-0023
fax 519-445-4416
www.snpolytechnic.com

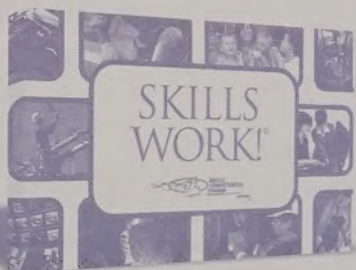
PASSPORT to prosperity

*Celebrating 10 years
of school-work partnerships*

Passport to Prosperity is an employer-led, province-wide campaign to promote the importance of work experience opportunities for high school students in helping them prepare for the transition from the classroom to the workforce. Opportunities include experiential learning programs, career talks, worksite visits, job shadowing, and cooperative education placements, which include the Ontario Youth Apprenticeship Program and the Specialist High Skills Major programs. The campaign is sponsored by the Provincial Partnership Council of employers, the Ontario Ministry of Education, and the Ontario Ministry of Training, Colleges and Universities, and is delivered through the Ontario Business Education Partnership of business-education councils and local training boards across the province.

**Students, ask your teachers about
workplace opportunities. Employers,
join now!**

For more information, call 1-888-672-7996 or visit these websites:
Employer Registry: www.employerregistry.ca
Ontario Business Education Partnership: www.obep.on.ca
Passport to Prosperity: www.edu.gov.on.ca/passport



The Skills Work!® booklet provides a current list of apprenticeshipable trades in Ontario, hourly earnings for them, and a detailed overview of over 45 trades. To order a copy of this great resource providing information on all the possible career opportunities in the skilled trades and technologies, contact Carolyn Hartien, Director of Public Relations, Skills Canada, by e-mail at carolynh@skillscanada.com.

GET INVOLVED!

2009 STUDENT VIDEO CONTEST

Enter the WSIB's High School Video Contest

Create a video in any style that tells your friends about workplace safety and get involved on our road to zero.
It's your chance to be creative, get noticed and show your talent!

Prizes awarded to the winning videos and matching prizes to the students' school.

1 st	\$2,500
2 nd	\$2,000
3 rd	\$1,500

Entry Deadline: April 1, 2009

For more information on the contest, rules, and workplace safety details visit:
www.prevent-it.ca

WSIB
CSPW
ZERO

Often because of *what they didn't know* or because of the questions they were afraid to ask, young workers 15 to 24 years of age are injured in the workplace. In 2008, six young Ontario workers lost their lives due to workplace-related injuries and illnesses.

Learn about workplace health and safety in an interactive and exciting way by participating in the annual Workplace Safety and Insurance Board (WSIB) Student Video Contest. You will be eligible to win cash prizes and so will your school.

All Ontario high school students can participate. Representatives from the WSIB, the Ministry of Education, and the Ministry of Labour judge entries using predetermined criteria. Cash prizes are awarded to first-, second-, and third-place winners, and their respective schools receive matching cash amounts. Awards of merit are given for special achievements.

Technological education and arts teachers can use the contest as a class project to meet curriculum objectives for health and safety. The contest also provides an opportunity for you to prepare a video to use in your postsecondary school application portfolios.

Winners are announced publicly and featured on the WSIB and Prevent-it websites in the spring of the year. Many past winners have also been featured in their local newspapers and recognized in their communities.

The 2008 contest was a great success, drawing 130 entries from high school students across the province. Here are the winners:

1st Place (\$1,500 each for winning video team and school):

Keith LaPlume and Timothy Armstrong, from St. Peter's Secondary School in Barrie, for their video *Stay Safe, Stay Alive*

2nd Place (\$1,200 each for winning video team and school):

Cindy McKay, from Woodstock Collegiate Institute in Woodstock, for her video *Workplace Safety on the Farm*

3rd Place (\$1,000 each for winning video teams and schools) – a tie:

Jordon Kehoe and Rebecca McDermid of John F. Ross Collegiate and Vocational Institute in Guelph, for their video *Medieval Knieval*
Sadie Lapshinoff, from Ecole secondaire Franco-Cité in Sturgeon Falls, for her video *Protégez vous*

View these winning videos on the WSIB site:

www.wsib.on.ca/wsib/wsibsite.nsl/public/studentvideocontestwinners2008

This work demonstrates a growing awareness among Ontario's youth of the importance of workplace health and safety. But there's still more to do! Each generation of students needs to know their rights and responsibilities.

Visit the Prevent-it website at www.prevent-it.ca for contest information, rules, and an entry form.

SECTION 4

how you can get there

WEBSITES*

*These website addresses were in effect when *Ontario Prospects* went to print.

CAREER EXPLORATION

Ontario School Counsellors' Association
www.osca.ca

Ontario Workinfolnet
www.onwin.ca

Alliance of Sector Councils
www.councils.org

Canadian Careers.Com
www.canadiancareers.com

Essential Skills – Human Resources and Skills Development Canada
<http://srv108.services.gc.ca>

Inventory of Programs and Services
<http://ips.iwin.ca>

Job Futures
www.jobfutures.ca

Labour Market Information – Government of Ontario
www.ontario.ca/labourmarket

Making Career Sense of Labour Market Information
<http://makingcareersense.org>

Mazemaster
www.mazemaster.on.ca

Ontario Job Futures
www.ontariojobfutures.ca/home_page.html

Salary Expert.com
www.salaryexpert.com

Statistics Canada
www.statcan.ca

Training, Career and Worker Information – Service Canada
www.jobsetc.ca

VECTOR (Video Exploration of Careers, Transitions, Opportunities and Realities)
www.vector.cfee.org

WORKink – Canadian Council on Rehabilitation and Work
www.workink.com

Youth in Motion
www.youth-in-motion.ca

APPRENTICESHIP CAREERS

Apprenticesearch.com – Halton Industry Education Council
www.apprenticesearch.com

Apprenticeship Training – Employment Ontario
www.edu.gov.on.ca/eng/tcu/apprentices/app_train.html

Canadian Apprenticeship Forum
www.caf-fca.org

I Want to Work in the Trades – Employment Ontario
www.edu.gov.on.ca/skills.html

Ontario Youth Apprenticeship Program
www.oyap.com

Skilled Trades – Government of Canada
www.apprenticetrades.ca
www.careersintrades.ca

Tradeability.ca
www.tradeability.ca

COURSES

Campus Program
<http://campusprogram.com/canada>

Canadian Virtual University
www.cvu-uvic.ca

CanLearn
www.canlearn.ca

DistanceEdCanada.ca
www.distanceedcanada.ca

DistanceStudies.com
www.distancestudies.com

Education@Canada
www.educationcanada.cmec.ca

Independent Learning Centre
www.ILC.org

Ministry of Education and Ministry of Training, Colleges and Universities
www.edu.gov.on.ca

Ontario College Application Service
www.ocas.ca

Ontario Universities' Application Centre
www.ouac.on.ca

OntarioLearn.com
www.ontariolearn.com

SchoolFinder.com
www.schoolfinder.com

StudyinCanada.com
www.studyincanada.com

STUDENT LOANS, AWARDS, AND GRANTS

National Student Loans Service Centre
<https://nsisc.canlearn.ca/eng/default.aspx>

Ontario Student Assistance Program
<http://osap.gov.on.ca>

ScholarshipsCanada.com
www.scholarshipscanada.com

StudentAwards.com
www.studentawards.com

JOBS

Canadajobs.com
www.canadajobs.com

Canadian Forces Recruiting
www.recruiting.forces.gc.ca

Career Edge – Internships for Recent Graduates
www.careeredge.ca

CoolJobsCanada
www.cooljobsCanada.com

Employment Ontario – Ministry of Training, Colleges and Universities
www.edu.gov.on.ca/eng/tcu/etlanding.html

Exchanges Canada
www.exchanges.gc.ca

Job Bank – Service Canada
www.jobbank.gc.ca

Job Bus Canada
www.jobbus.com

Job Connect
www.edu.gov.on.ca/eng/training/cepp/aboutjc.html

Jobs.gc.ca – Public Service Commission of Canada
<http://jobs-emplois.gc.ca>

JobShark
www.jobshark.ca

Monster.ca
<http://jobsearch.monster.ca>

Ontario Internship Program
www.internship.gov.on.ca

Ontario Public Service Careers
www.gojobs.gov.on.ca

Ontario's Minimum Wage – Government of Ontario
www.labour.gov.on.ca/info/minimumwage/index.html

Persons with Disabilities Online – Service Canada
www.pwd-online.ca

Working.com
<http://working.canada.com>

Workopolis.com
www.workopolis.com

Youth Opportunities Ontario (includes summer jobs)
www.youthjobs.gov.on.ca

Youth.gc.ca – Service Canada
www.youth.gc.ca

STARTING A BUSINESS

Canada Business – Services for Entrepreneurs
www.canadabusiness.ca

Canadian Innovation Centre
www.innovationcentre.ca

Canadian Youth Business Foundation
www.cybf.ca

EnterWeb
www.enterweb.org

Industry Canada
<http://ic.gc.ca>

Junior Achievement of Canada
www.jacan.org

Mentors, Ventures & Plans (site for young entrepreneurs)
www.mvp.cfee.org

Ministry of Economic Development
www.ontariocanada.com

Ministry of Small Business and Consumer Services
www.sbc.gov.on.ca

Service Ontario
www.serviceontario.ca

RESOURCES FOR ABORIGINAL PEOPLE

Aboriginal Human Resource Council
www.aboriginalhr.ca

Aboriginal Youth Network
www.gyn.ca

Assembly of First Nations
www.afn.ca

Canadian Council for Aboriginal Business
www.ccab.com

Canadian Executive Service Organization
www.ceso-saco.com

Chiefs of Ontario
www.chiefs-of-ontario.org

EmploymentFlyers.org – Aboriginal Programs – YMCA, Toronto
www.employmentflyers.org/flyers.html?type=8

Grand River Employment and Training
www.greatsn.com

Indian and Northern Affairs Canada
www.aicn-inac.gc.ca

Métis Nation of Ontario
www.metisnation.org

Métis National Council
www.metisnation.ca

Miziwe Biik Aboriginal Employment and Training – Toronto
www.miziwebiik.com

Native Women's Association of Canada
www.nwac-hq.org

Ontario Aboriginal Calendar and Services Directory
www.211ontario.ca/aboriginal

Ontario Federation of Indian Friendship Centres
www.ofifc.org

Ontario Ministry of Aboriginal Affairs
www.aboriginalaffairs.gov.on.ca

Ontario Native Women's Association
www.onwa-tbay.ca

Spirit and Youth (SAY) Magazine
www.saymag.com/canada

SPIRIT Magazine
www.spiritmag.ca

RESOURCES FOR INTERNATIONALLY TRAINED INDIVIDUALS

Acces Employment
www.accestrain.com

CanadaInternational.gc.ca
www.canadainternational.gc.ca

Canadian Information Centre for International Credentials
www.cicic.ca

Career Bridge – Internships for Internationally Qualified Professionals
www.careerbridge.ca

COSTI Immigrant Services
www.costi.org

HealthForceOntario
www.healthforceontario.ca

Integration-Net – Citizenship and Immigration Canada
<http://integration-net.ca>

Ontario Council of Agencies Serving Immigrants
www.ocasi.org

Ontario Immigration
www.ontarioimmigration.ca

Ontario Network for Internationally Trained Professionals
www.onip.ca

Settlement.org – Welcome to Ontario
www.settlement.org

Skills for Change
www.skillsforchange.org

Toronto Region Immigrant Employment Council
www.triec.ca

Work Destinations
www.workdestinations.org

World Education Services Canada
www.wes.org/ca

Employment Ontario Hotline

1-800-387-5656 | www.ontario.ca/employmentontario |